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ABSTRACT

The complete text of the U.S. Senate bill 969 hearings is presented in four volumes. Parts 1 and 2 cover the first day of the hearings; parts 3 and 4 cover the second day. (S. 969 would extend the maximum entitlement of educational assistance benefits for eligible Vietnam era veterans from 36 to 45 months. The bill restricts this extension to undergraduates. At issue is the removal of this restriction to extend the maximum entitlement for use in obtaining a graduate degree.) Part 2 contains a copy of the National League of Cities U.S. Conference of Mayors report entitled "Findings and Recommendations of the Special Veterans' Opportunity Committee"; the Education Tuition Assistance Study (November 1975) by the Veteran's Administration; the "Voucher Funding of Training: A Study of the GI Bill" (October 1976) by Public Research Institute; and other miscellaneous reports and news articles concerning schools, tuition costs, and VA benefits. (TA)

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ED138803

VETERANS' EDUCATION AND EMPLOYMENT ASSISTANCE ACT OF 1976

HEARINGS

BEFORE THE

SUBCOMMITTEE ON
READJUSTMENT, EDUCATION, AND EMPLOYMENT

OF THE

COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE

NINETY-FOURTH CONGRESS

FIRST SESSION

ON

S. 969 and Related Bills

OCTOBER 1 AND 2, 1975

PART 2

Printed for the use of the Committee on Veterans' Affairs

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  No. 2333 (September 21, 1976) 3451
  No. 2334 (September 21, 1976) 3454
  No. 2335 (September 21, 1976) 3457
Appendix C.—Excerpts from the Congressional Record, October 1, 1976, S. 969—Veterans' Education and Employment Assistance Act of 1976, as passed the Senate with amendments 3461
Appendix D.—Excerpts from the Congressional Record, October 1, 1976, S. 969—Veterans' Education and Employment Assistance Act of 1976, as passed the House with amendments 3505
Appendix E.—Public Law 94-502, 94th Congress, S. 969, October 15, 1976 3531

VETERANS' EDUCATION AND EMPLOYMENT ASSISTANCE ACT OF 1976

WEDNESDAY, OCTOBER 1, 1975

U.S. SENATE,
SUBCOMMITTEE ON READJUSTMENT, EDUCATION, AND
EMPLOYMENT OF THE COMMITTEE ON VETERANS' AFFAIRS,
Washington, D.C.

The subcommittee met, pursuant to notice, at 10 a.m., in room 457, Russell Office Building, Hon. Vance Hartke (chairman of the Subcommittee on Readjustment, Education, and Employment), presiding.

Present: Chairman Vance Hartke, presiding, and Senators Strom Thurmond and Robert T. Stafford.

Also present: Frank J. Brizzi, staff director and Guy H. McMichael III, general counsel.

[CONTINUATION OF HEARING ON OCTOBER 1, 1975, FROM PART 1]

Chairman HARTKE. Our next witness is Mr. Donald Schwab, assistant director, national legislative service, Veterans of Foreign Wars.

STATEMENT OF DONALD H. SCHWAB, DIRECTOR, NATIONAL LEGISLATIVE SERVICE, VETERANS OF FOREIGN WARS OF THE UNITED STATES

Mr. SCHWAB. Mr. Chairman, and members of the subcommittee, thank you for the privilege of appearing before the distinguished subcommittee to present views of the Veterans of Foreign Wars of the United States regarding S. 969, S. 817, S. 836, and S. 1835.

My name is Donald H. Schwab, and my title is director of the national legislative service of the Veterans of Foreign Wars of the United States.

S. 969, introduced by the distinguished Chairman of the full Committee, the Honorable Vance Hartke, with 23 cosponsors, would extend educational assistance for veterans, war orphans, and widows from 36 to 45 months without restriction as to usage.

Item 11 of our current Resolution 613 calls for removal of the restriction imposed on the 9 months extension by Public Law 93-508. You may recall when legislation that became Public Law 93-508 was in conference Committee, our then commander in chief, John J. Stang, strongly opposed restricting the 9 months extension to undergraduate work. Furthermore, we have received a large volume of correspondence from our membership protesting this restriction. S. 969 remains silent regarding an effective date. We suggest in fairness such be established as the same date as Public Law 93-508; namely, December 3, 1974.

S. 817, introduced by the ranking minority member of the full committee, the Honorable Clifford P. Hansen, and cosponsored by the chairman of the full committee, the Honorable Vance Hartke, by request, would reduce the current delimiting period of 10 years for educational assistance under chapters 34 and 35, title 38, United States Code, for veterans, war orphans and widows to 8 years.

The Veterans of Foreign Wars has no current resolution addressing itself to this unanticipated false economy move. However, we fought long and hard for the 10-year delimiting period and believe such is both reasonable and tenable; furthermore, it has been proven that for every dollar the Government has invested in higher education, the subsequent return to the U.S. Treasury is at least threefold.

S. 836, introduced by the minority member of this subcommittee, the Honorable Robert T. Stafford, would amend section 1661, title 38, United States Code by including for full entitlement those who served on active duty less than 18 months but who were separated due to service-connected disabilities. No objection could be interposed to such action which strengthens existing language in section 1652, title 38, United States Code.

Although no legislation is under consideration today regarding termination of educational benefits under title 38, United States Code, we are aware such is the desire of the Administration. Therefore, and for the record, the position of the Veterans of Foreign Wars in this regard has recently been reiterated by our commander in chief, Thomas C. Walker in a letter to the chairman of the full committee, the Honorable Vance Hartke, dated September 22, 1975. In brief, we believe educational benefits as they now exist should be continued and administered by the Veterans' Administration but charged to the Department of Defense budget. The rationale therefore being we believe the GI bill is necessary to attract the high caliber personnel needed in the present day All-Volunteer Military Establishment. Increasing amounts of very costly sophisticated equipment require a greater proportion of personnel in higher intelligence levels than could previously be economically utilized. The Department of Defense has used GI bill benefits as a recruiting tool in national advertising, and a recent survey by the Army Testing Service determined that one out of every four recruits would not have enlisted in the absence of educational benefits.

In conclusion, it was never the intent of Congress that educational assistance financed by the Veterans' Administration was to be a continuing peacetime benefit for an All-Volunteer Regular Military Establishment. Therefore, the Department of Defense must assume the anticipated cost of $1.5 billion over the next 5 years if the program is to continue.

Copies of materials cited have been furnished to the subcommittee, and I thank you.

Chairman HARTKE. We appreciate the cooperation the VFW has given to us in the past. Certainly we agree with the VFW that we want a strong, fighting military force, but we also recognize that recruitments into the All-Voluntary Force is dependent upon various incentives including educational and other benefits.

Senator Stafford?

Senator STAFFORD. I have no questions.

[The previously mentioned resolutions and letter of the VFW follow:]

RESOLUTION NO. 613

VETERANS' ADMINISTRATION PROGRAMS

Whereas, the justification for continuous review and liberal changes up-dating all programs administered by the Veterans' Administration is clearly evident; and

Whereas, the Veterans' Administration has been the sole agency since 1930 dedicated to carrying out veterans programs and benefits approved by Congress; and

Whereas, the establishing of the Veterans' Administration and subsequent enactment of hard-fought-for rights and benefits represent the Nation's recognition of its debt to veterans; and

Whereas, notwithstanding, there are continuous assaults on the integrity of veterans programs by so called "social planners" which recommend that veterans programs be merged with programs of other agencies, legislative proposals in the Congress or Executive Orders or actions; now, therefore

Be it resolved, by the 76th National Convention of the Veterans of Foreign Wars of the United States, that we seek approval of the following recommendations, by administrative changes or legislation, as applicable:

1. Authorize presumption of service connection for psychosis and malignancy if manifested within five years following wartime service.
2. Oppose any and all proposals which could be construed as dismembering, dismantling or in any way diminishing the integrity of the programs of veterans' rights and benefits as administered by the Veterans' Administration.
3. Authorize election and re-election without restriction of pension benefits under the "Old" and "New" pension laws to all veterans and survivors originally entitled under the "Old" law.
4. Authorize a parent as a dependent for pension purposes if the parent is living with the veteran and/or dependent in fact.
5. Oppose judicial review of veterans benefits excluding contractual obligations.
6. Authorize service connection for conditions related to radiation exposure in service regardless of time when disease occurs after separation from service.
7. Oppose setoff of disability compensation or pension in Railroad retirement benefits, or any other federal retirement to which a veteran is entitled.
8. Oppose the irrevocability clause of Federal Employees' Compensation in order to permit an election of the greater benefit between Federal Employees' Compensation and VA.
9. The present rating schedule utilized by the Veterans' Administration to remain in effect without change and no revision be made unless it is first submitted to Congress subject to public hearings.
10. To provide additional funds and personnel for the Veterans' Administration to insure adequate staffing at all VA facilities and continue effective and prompt administration of all VA benefits to all veterans.
11. Allow the additional 9 months extension under P.L. 93–508 for post-graduate studies or to whatever extent it is necessary to meet educational objectives.
12. Permit veterans to temporarily waive or interrupt their training to conserve entitlement.
13. Provide for a cost of living increase for service connected benefits.

Adopted by the 76th National Convention of the Veterans of Foreign Wars of the United States held in Los Angeles, Calif., August 15 through 22, 1975.

SEPTEMBER 22, 1975.

Hon. VANCE HARTKE
Chairman, Veterans Affairs Committee,
U.S. Senate, Washington, D.C.

MY DEAR MR. CHAIRMAN: In view of the determined effort of the Administration to terminate veterans' educational assistance under Chapter 34, Title 38, of the United States Code, I believe it appropriate at this time to restate the position of my predecessor and the Veterans of Foreign Wars of the United States in this regard.

It is our firm belief that educational assistance under the G.I. Bill should be continued and administered by the Veterans Administration and charged to the Department of Defense budget, the rationale, therefore, being the need to attract the highest caliber personnel for our all voluntary military establishment.

In addition to the foregoing, and as we testified when hearings were held on legislation which subsequently became Public Law 93-508, we believe the present restriction on the nine-month extension of benefits should be removed.

With best wishes and kindest personal regards, I am

Sincerely,

THOMAS C. (PETE) WALKER,
Commander-in-Chief.

Chairman HARTKE. The next witness is Mr. Robert E. Lyngh, Deputy Director of National Veterans' Affairs and Rehabilitation Commission, accompanied by Edward J. Lord, Assistant Director of the National Legislative Commission of The American Legion.

STATEMENT OF ROBERT E. LYNGH, DEPUTY DIRECTOR OF NATIONAL VETERANS' AFFAIRS AND REHABILITATION COMMISSION, AMERICAN LEGION; ACCOMPANIED BY EDWARD J. LORD, ASSISTANT DIRECTOR, NATIONAL LEGISLATIVE COMMISSION

Mr. LYNGH. Mr. Chairman and members of the subcommittee: The American Legion is appreciative of the opportunity to present comment on S. 836, and on S. 969, which the subcommittee has under consideration.

S. 836—This bill would amend title 38, United States Code by amending section 1661 of title 38, to insert, following the words "active duty obligation," the words "or served for a period of less than 18 months after such date and received a medical discharge because of service-connected disabilities,". It appears that this proposed change in eligibility for educational benefits is a logical and appropriate extension of the provision of section 1661 for a training eligibility of 36 months for veterans who have served honorably for 18 months and have completed their active duty obligation. The extension of the full range of educational benefits to veterans who served less than 18 months, but whose active duty was terminated by reason of disabilities incurred in line of duty is fit and proper, and is within the scope of the objective to which the basic legislation addresses itself. The American Legion approves of this proposed amendment to title 38.

S. 969—This bill would further amend section 1661, of title 38 U.S.C. by striking from subsection (a) of the section, all after the second use of the words "period of," and substituting therefor the words "45 months (or the equivalent thereof) in part-time educational assistance." Section 2 of the bill would make an equivalent change in length of eligibility for those entitled under chapter 35 of title 38.

The change proposed by S. 969 relates to section 202 of Public Law 93–508. The Vietnam Era Veterans' Readjustment Assistance Act of 1974, wherein Public Law 93–508 amends section 1661 of title 38, by adding the following to the section: "plus an additional number of months not exceeding 9, as may be utilized in pursuit of a program of education leading to a standard undergraduate college degree."

In the interim since enactment of Public Law 93–508, it has become clear that the intent of Congress in providing this limited extension of the education benefit has not been achieved. Perhaps the most significant development is that veterans, in completing their education program have simply delayed completion of work for a baccalaureate degree to the extent necessary to take advantage of the 9 months' extension. This is a quite natural arrangement on the part of the veteran concerned.

While legislative action on Public Law 93–508 was still in progress, the National Executive Committee of The American Legion, at its regular meeting in October 1974, adopted Resolution No. 17. In Resolution No. 17, the National Executive Committee used the following language: "the restriction . . . is inequitable and unfair when considered on the basis of equal benefits for equal service." The Resolution further stated: "The American Legion is committed to the concept of equal benefits for equal service." And on that basis, we sought the elimination of the restriction of the additional months of training eligibility, beyond 36 months to undergraduate study.

It was the judgment of The American Legion in October 1974, and continues to be our judgment that the restriction of additional eligibility to graduate studies is patently unfair to all those who have qualified for benefits under the veterans' education assistance program. And, again in our judgment, to the extent it is unfair, it subverts the intent of the program.

And now, in addition to the basic objection envisaged by The American Legion, in its application, the limited extension of eligibility has not fulfilled the intent of Congress in providing it.

Additionally, the extension of the basic eligibility from 36 to 45 months for those veterans who qualify is a reasonable and practical extension in consideration of service rendered and the academic requirements for completion of a higher education.

On the basis of the foregoing considerations, The American Legion approves of and supports the changes in eligibility for education benefits as provided in S. 969.

Mr. Chairman and members of the subcommittee, while the subcommittee has under consideration certain areas of the veterans education assistance program, The American Legion wishes to refer to another matter that is recommended to your attention. That is the propriety of establishing a termination date for eligibility for educational benefits. We believe this is a serious matter that Congress should now consider and for which it should establish a definitive answer. The American Legion has given this matter serious study, and wishes to submit to the Congress a specific recommendation.

We have approached the matter of a final determination of the limits of eligibility for educational benefits through the medium of two resolutions that were adopted by the National Convention of The American Legion in August 1974.

The consideration given this subject by the 1974 National Convention was occasioned by the development of events commencing with the execution on January 27, 1973 of the "Agreement on Ending the War and Restoring the Peace in Vietnam," by the United States and other participants in the Vietnam war. In the face of these events the National Convention adopted Resolutions Nos. 541 and 542. Resolution No. 542 urged the President to issue a proclamation fixing the termination date of the Vietnam era for the purpose of certain veterans benefits. The intent of our Resolution No. 542 was accomplished by the Presidential proclamation of May 7, 1975.

Resolution No. 541, mandated The American Legion to "sponsor and support legislation to amend 38 U.S.C., chapter 34, so as to provide that the term 'eligible veteran' means any veteran who served on active duty for more than 180 days, any part of which occurred during the period after January 31, 1955 and ending on such date as a Presidential proclamation or concurrent resolution of the Congress fixes the date of termination of the 'Vietnam era'."

To support the intent of Resolution No. 541, as quoted above, the language of the resolution further stated: "the purpose of veterans' educational assistance under the original and subsequent GI bills was to provide vocational readjustment and restore lost educational opportunities to those servicemen and women whose careers were interrupted or impeded by reason of active duty during a period of war or declared hostilities or aiding such persons in attaining the vocational and educational status which they might normally have aspired to and obtained had they not served under such conditions."

The above-quoted language from Resolution No. 541 has characterized the approach of The American Legion to the subject of veterans' education and vocational rehabilitation programs since a Committee of American Legionnaires drafted the language of the first GI bill in 1944, while World War II was in progress. It is significant to note that prior to the enactment of the original GI bill there had never been such a concept of veterans rehabilitation to include, for all veterans, not just those who had been disabled in service, programs of higher education and of vocational rehabilitation. The concept, as defined in our Resolution No. 541, has been pursued by Congress to the end of providing special programs for the veterans who have served the Nation in the continuing succession of wars and national emergencies that have followed the close of World War II. It is by now well established that the benefits to the Nation of these programs are incalculable. The American Legion is proud to have played a part in the development of this progressive and beneficial concept looking to the effective rehabilitation of those men and women who have carried the main burden of the execution of the policy of the United States in international affairs.

Those who participated in the development of this new concept of veterans' rehabilitation had very clearly in mind what it was that they desired to accomplish. To repeat, their goal was to provide for the effective rehabilitation of those who fought the Nation's wars. This was a concept, clearly defined in its dimensions, and the American Legion has not deviated from it through the ensuing years of wars and national emergencies.

We are aware that proposals are being put forward to continue the educational and vocational training programs for service personnel into the peacetime era that is now dawning. The American Legion has no essential quarrel with such proposals, with one very important stipulation. Any educational and vocational programs that may be devised for members of the peacetime military establishment should be clearly differentiated from wartime benefits. It is absolutely essential to the preservation of the concept of veterans rehabilitation that postwar education benefits provided to members of the peacetime establishment shall not be funded under those appropriations that are properly identifiable as a cost of war. To do otherwise is inevitably going to confuse, in detrimental fashion the national commitment to look to the welfare of those who respond to the country's call in times of national emergency.

The motives of those who choose to serve in the Armed Forces during time of peace are very different from those who volunteer, or who are called to service in wartime. And these differences are accentuated when, for the first time in 35 years, the United States has chosen to place its peacetime reliance for national security on an all-volunteer military establishment.

Our observation is that the principal arguments of those who advocate an indefinite continuance of the Veterans Education Assistance Program are that such continuance will enhance the desirability of the choice by young Americans and military career, and that the continuance of veterans education and training programs will sustain the health of the education industry. Those are not viable arguments for the peacetime extension of wartime veterans assistance programs.

If, in the judgment of Congress, a postservice education benefit should be provided, then let it be clearly identified and funded as such, and let it not be funded within the appropriations of the Veterans' Administration, provided to care for the Nation's war veterans, their dependents and survivors.

It is the earnest recommendation of The American Legion that Congress now proceed to serious consideration of this entire matter, with a view to resolving the issue of what benefits shall be provided to those who are now and who will be serving in the peacetime military establishment. The funding of such programs should be clearly identified for what they are—postservice benefits, and not wartime benefits. The American Legion, an organization of war veterans, will accept the judgment of Congress in this matter, providing a clear delineation is made as to the differentiation in the nature and purpose of the benefits provided.

Again, Mr. Chairman, we appreciate the opportunity to appear before the subcommittee.

Chairman HARTKE. I want to thank you for your testimony. We are dealing with a problem that the Legion has given a lot of thought to. We will take into consideration the Legion's views.

You have been very helpful in the past and I have no questions. Do you have any questions, Senator Stafford?

Senator STAFFORD. I have no questions. I join you in the statement you just made. It was very helpful.

[Subsequently, the following letters, including resolutions, were received by the Committee:]

The American Legion
For God and Country
• WASHINGTON OFFICE • 1608 "K" STREET N.W. • WASHINGTON, D.C. 20006 •
(202) 393-4811 •

May 12, 1976

Honorable Vance Hartke, Chairman
Senate Committee on Veterans Affairs
414 Russell Senate Office Building
Washington, D. C. 20510

Dear Chairman Hartke:

The National Executive Committee of The American Legion during its meetings last week adopted the enclosed resolution instructing the organization to oppose the enactment of amendatory legislation to extend beyond 10 years the time limitation for completing a program of education or training under section 1662 (a) of title 38, United States Code.

It has consistently been the position of The American Legion that rehabilitation and adjustment programs should extend for reasonable periods following active service, to enable veterans to make a satisfactory and successful readjustment to civilian life. An extension beyond the existing 10-year period would, we believe, defeat the purpose of the program, and place an unreasonable and unjustifiable burden upon the American taxpayer. This view is intensified on the basis of limitations imposed upon all veterans benefit programs by the budget ceiling targets for FY 1977. Considering the urgent need for improvements in certain other programs, a costly extension of the education eligibility period assumes a low profile, assuming it could be justified in the first place.

In the event your subcommittee schedules hearings on this subject, I would appreciate your affording The American Legion an opportunity to present testimony thereon within the purview of our mandate.

Your continued cooperation with this office is appreciated.

Sincerely,

Mylio S. Kraja

Mylio S. Kraja, Director
National Legislative Commission

cc: Members, Senate Committee on Veterans Affairs
Guy McMichael, General Counsel

NATIONAL EXECUTIVE COMMITTEE MEETING OF
THE AMERICAN LEGION, MAY 5-6, 1976

RESOLUTION NO:	17
COMMISSION:	National Veterans Affairs and Rehabilitation
SUBJECT:	Oppose legislation to further extend the educational assistance delimiting date under 38 USC, Chapter 34

WHEREAS, section 1662 (a) of title 38, United States Code, as amended by Public Law 93-337, provides that no educational assistance shall be afforded an eligible veteran under this chapter beyond the date 10 years after his discharge or release from active duty after January 31, 1955; and

WHEREAS, the savings clause of section 1662(c) provides that in the case of any eligible veteran who was discharged or released from active duty before the date for which an educational assistance allowance is first payable under this chapter, the 10-year delimiting period shall run from such date (June 1, 1966); and

WHEREAS, Public Law 93-337, which extended the delimiting period for completion of education from 8 years to 10 years, was supported by The American Legion; and

WHEREAS, a variety of measures have been introduced in the United States Senate and the House of Representatives, either to further extend the delimiting period or to remove the delimitation entirely; and

WHEREAS, it has consistently been the position of The American Legion that rehabilitation and readjustment programs should extend for reasonable periods following active service, to enable the veteran to make a satisfactory and successful readjustment to civilian life; and

WHEREAS, an indefinite extension of rehabilitation and readjustment programs beyond what could be considered a reasonable period would defeat the purpose of such programs, as well as constitute an unreasonable burden upon the public purse; and

WHEREAS, a 10-year period in which the veteran can complete a readjustment and rehabilitation program is a reasonable extension of time; now, therefore, be it

RESOLVED, By the National Executive Committee of The American Legion assembled in Indianapolis, Indiana, May 5-6, 1976, that The American Legion oppose the enactment of those measures which would amend section 1662 of title 38, United States Code, so as to extend beyond 10 years the time limitation for completing a program of education or training.

The American Legion
For God and Country
• WASHINGTON OFFICE • 1608 "K" STREET, N.W. • WASHINGTON, D.C. 20006 •
(202) 393-4811 •

VETER[illegible]
RECEIVED
WASHINGTON, D.C. [illegible]

July 14, 1975

Honorable Vance Hartke, Chairman
Senate Committee on Veterans' Affairs
414 Russell Senate Office Building
Washington, D. C. 20510

Dear Chairman Hartke:

Enclosed is a copy of Resolution No. 8, adopted by our National Executive Committee earlier this year, instructing the organization to support enactment of legislation to liberalize the absence accounting procedures for institutions offering courses not leading to a standard college degree, and to exclude any periods the school is officially closed for administrative purposes.

When your committee or a subcommittee thereof, schedules hearings on this subject, I would appreciate your affording representatives of this organization an opportunity to present testimony thereon.

Your continued cooperation with this office is appreciated.

Sincerely,

Mylio S. Kraja, Director
National Legislative Commission

cc: Guy McMichael, General Counsel

NATIONAL EXECUTIVE COMMITTEE MEETING
OF THE AMERICAN LEGION, APRIL 30 - MAY 1, 1975

RESOLUTION NO: 8

COMMISSION: National Veterans Affairs and Rehabilitation

SUBJECT: Sponsor and support legislation to amend 38 USC 1780(a)(2) to liberalize the absence accounting procedures for institutions offering courses not leading to a standard college degree, to exclude any periods the school is officially closed for administrative purposes

WHEREAS, 38 USC 1780(a) provides that payment of educational assistance or subsistence allowances to eligible veterans or eligible persons pursuing a program of education or training in an educational institution under Chapter 31, 34 or 35 of this title, shall be paid as provided in this section and, as applicable, in Sections 1504, 1682, 1691, or 1732 of this title. Such payments shall be paid only for the period of such veteran's or person's enrollment, but no amount shall be paid -

(1) to any eligible veteran or eligible person enrolled in a course which leads to a standard college degree for any period when such veteran or person is not pursuing his course in accordance with the regular established policies and regulations of the educational institution and the requirements of this chapter or of Chapter 34 of this title; or

(2) to any eligible veteran or eligible person enrolled in a course which does not lead to a standard college degree (excluding programs of apprenticeship and programs of other on-job training authorized by Section 1787 of this title) for any day of absence in excess of 30 days in a twelve month period, but not counting as absences or legal holidays (or customary vacation period connected therewith) established by Federal or State law (or in the case of the Republic of Philippines, Philippine law) during which the institution is not regularly in session; and

WHEREAS, the provisions of 38 USC 1780(a)(2) do not take into consideration days in which an institution is officially closed for administrative purposes; now, therefore, be it

RESOLVED, by the National Executive Committee of The American Legion in regular meeting assembled in Indianapolis, Indiana, April 30 - May 1, 1975, that The American Legion sponsor and support legislation to amend 38 USC 1780(a)(2) so as to further liberalize the absence accounting procedures for institutions offering courses not leading to a standard college degree, to exclude in such accounting any periods that the school is officially closed for administrative purposes.

Chairman **Hartke**. The next witness is from the National Association of Concerned Veterans, Mr. Charles Garefino, accompanied by Mr. Tim Craig.

STATEMENT OF CHARLES GAREFINO, DIRECTOR AT LARGE, NATIONAL ASSOCIATION OF CONCERNED VETERANS, ACCOMPANIED BY TIMOTHY CRAIG, LEGISLATIVE DIRECTOR

Mr. **Garefino**. Mr. Chairman, and members of the Committee. My name is Charles C. Garefino, director at large, legislative affairs, for the National Association of Concerned Veterans. We at NACV are extremely pleased that you have given us this time and opportunity to come before you and to express our views on the issues which confront Vietnam era veterans and all of today's veterans.

We sincerely appreciate and we recognize this Committee for its unfailing concern and hard work done for all veterans—Vietnam era veterans especially. We could only wish that more Members of the Congress and the administration exhibited the same concern through positive action.

The National Association of Concerned Veterans is quite disturbed about recent events and policies in our Government and administration which seemed aimed at veterans, and even more specifically Vietnam era veterans. We wish to cite the following specific examples: Proposed tax legislation detrimental to veterans; lack of affirmative action plans by governmental agencies to provide for the hiring of Vietnam era and disabled veterans; high unemployment rates among younger and minority veterans; lack of adequate funding for the veterans' cost-of-instruction program; proposed termination of the PREP program; changes in VA regulations and interpretation of such regulations; and most notably, the proposed termination of the GI bill. Sadly, the list continues on and on.

As a result of these indicators and as a result of the portrayal of the Vietnam era veteran in our Nation's media, we are forced to ask the question: "Are we being phased out of our Nation's conscience the way the war was phased out? Are we in fact to become the forgotten soldier?"

Perhaps, if in fact this is to be so, we should have a tomb placed at Arlington commemorating us that reads, "Unknown and Forgotten." We sincerely hope this never happens, and we know you and the Committee share this hope.

With regard to the administration's suggested termination of the GI bill, NACV will continue to state our oft-repeated position: We are categorically and unequivocally opposed to any attempt to terminate the GI bill. We cannot understand the rationale behind any such desire by any Member of Congress or the administration.

The value of the GI bill to our country in merely economic terms is staggering. According to the figures of the Treasury Department and the Internal Revenue Service, for every $1 spent in educational assistance allowance to veterans, from $3 to $6 is returned in the form of paid taxes due to higher wages and greater earning capacity. A guaranteed return of 300 to 600 percent on any investment is truly astonishing but considering the Nation's present economic problems, that return is little short of miraculous. I can think of no other investment with such a high rate of guaranteed return.

However, that is only viewing the GI bill as an economic investment. The cultural, political, and social value of the GI bill to the country is inestimable. By making an education possible for a large portion of the country's populace, the GI bill has created an informed electorate, one which can vote knowledgeably on today's vital issues. An informed and educated populace enriches and raises the quality of life at every level and status of that nation. Such an enrichment cannot be correctly estimated and, thus, the value of the GI bill to this country cannot be adequately gaged. But I am sure you agree, Mr. Chairman, that such a value is beyond worth and must be preserved.

We feel that, logically, the Government should be trying its best to put more money into the program and open up even more opportunities for veterans' education. As you are well aware, Mr. Chairman, in 1947 the $500 a veteran was eligible to receive would exceed the cost of tuition at Harvard. Today a veteran would need to pay $3,740 yearly in tuition alone to attend Harvard University. Forty-seven percent of the students enrolled at Stanford University in 1947 were veterans; today Stanford's veteran enrollment is less than 4 percent. This change is chiefly due to the increased costs involved. Massachusetts Institute of Technology, Yale, Princeton, Columbia, Dartmouth, and Cornell rank in the top 10 of this Nation's colleges and universities not only in education, but in terms of costs, averaging $6,000 yearly. Yet veterans attendance at these institutions parallels or is lower than Stanford. A single veteran who is eligible to receive education benefits of $270 per month or $2,430 per school year, and who can expect no tuition waiver or similar assistance can not afford to attend these schools unless he is receiving chapter 31 payments. NACV asks this question, Mr. Chairman: "How much more disabled must a Vietnam veteran be in order to receive the same benefits as his father?" And yet we continue to hear remarks such as, "You're getting more than the World War II and Korea vet." Or, "It wasn't a war." In hard dollars, yes, we may be receiving more; in terms of what that dollar will buy, no; and more importantly, in terms of opportunity, again, a resounding, no. It is our contention that in the light of other current administration programs in which money is spent at staggering rates with little regard for a possible return on that money, it would not only be wrong but it would also be negligent to allow such a worthwhile program to be terminated.

We feel that the effect such a termination would have on minorities would be disastrous, as more and more minority veterans are currently turning to the GI bill as their only vehicle for improving their current economic and social status. Second, we notice that, for the first time, the Army failed to meet its recruiting quota in August of this year in the face of record unemployment. Although all of the technical positions had been filled, infantry, armor, and artillery slots were still open. These are the essential components of the military and yet these are considered nontechnical positions. What good does training in 11B MOS do for a man when there is no career category at the State employment agency for "Infantryman?" For these people, the GI bill is the only tool available for education and employment. To attract qualified volunteers, the Department of Defense has utilized the GI bill as one of its greatest recruiting tools in the past. In realistic terms, the Department of the Army expects to keep only 1 out of every 4 recruits as career soldiers. What happens to those individuals who are released or resign after 4, 10, 12, or 16 years? Some, if they qualify, are given a modest sum of money—"readjustment pay," I believe it's called. But what are the chances of their fitting back into a society totally different from the one they have been living with over those past years? Will they be able to avail themselves of programs wherein they can in fact "readjust" or be brought back into the mainstream of life? If the GI bill is terminated, we think not. We must ask why the administration is advocating the termination of a program which has proven itself to such an extent that it is becoming incalculable.

We can only surmise that the administration is not only unaware of the effect this will have on the veterans of this country but is also unaware of the return in terms of tax dollars this program has generated. Third, there has been little consideration of the effect such a termination would have on the career NCO rather than officer who is a member of the combat arms team. What sort of positions are open in civilian life for a non com who has spent 20 to 30 years in the service as an infantryman? One obvious answer is as a security guard or some other similar position. Lastly, as stated in section 1651 of title 38 of the United States Code, and I quote: "Congress declared that the education program created by this chapter is for the purpose of (1) enhancing and making more attractive service in the Armed Forces of the United States . . ." We ask sir, what has changed? And, in reality, what has changed since the 1966 GI bill which extended the life of that bill in perpetuity? We, therefore, feel that any attempt to curtail any educational benefits for career combat arms personnel is also an error. What we in essence are saying is that the term "readjustment" should be dropped from the phrase "Veterans Readjustment Assistance Act." We feel that times have changed since the post-World War II period of 1945 and 1947 and that the thinking from that period must change also. The reality today's veteran faces is not the same reality the World War II or Korean veteran faced.

The membership of NACV feels very strongly that the delimiting date should be abolished for all veterans. The delimiting date has placed an unrealistic burden on the veteran who has earned this entitlement. It has been structured for the convenience of program administration. NACV feels that the use of this earned entitlement should be at the convenience of the veteran and not at the convenience of the Government. After serving one's country with the inherent risks that service entails, why must a veteran be placed under yet further undue restrictions?

Medical benefits rightly have no delimiting date because conditions can and will change. Social conditions are equally unstable. The technical training of only 5 years ago is today obsolete. We feel most strongly that a veteran should be allowed to take training as long as he or she is entitled without the artificial restraint of the current delimiting date. Veterans have paid a high toll for our Nation's safety; veterans have paid dearly with irreplaceable years of their lives. To require a set time for use of earned entitlements is not only irrational but illogical.

The GI bill of rights is one of the greatest pieces of legislation ever developed by the Congress. It is a training program for those who have put their lives and bodies on the line for their country. It is an opportunity for social mobility that is real and not a toothless promise. The GI bill is the means by which those who have served their country may be compensated in part for that service. The years are gone; the scars may fade but both still exist. The veteran still exists, still unrecognized for the sacrifices which few acknowledge. The least that NACV asks of the Congress is to allow all veterans now in training to complete their programs regardless of the arbitrary delimiting date.

Mr. Chairman, we commend the Committee for including a loan provision in Public Law 93-508, the Vietnam Veterans' Readjustment Assistance Act of 1974. However, the loan provision has been underutilized by Vietnam era veterans—according to the Veterans' Administration, only 2,700 veterans have availed themselves of this opportunity since January. We feel that the loan provision has been underutilized for the following reasons: The Veterans' Administration has not been publicizing the loan provision; the financial requirements for the loan and the application process, which is unnecessarily complex, deters many veterans from using this provision even though they are in need of the funds available to them under the law; furthermore, the veteran in need of money and who cannot borrow from other sources must pay more than the prevailing rate of interest after you consider the amount discounted from the face value of the loan—8 percent, in August, with a 3-percent discount. NACV hopes that this Committee will act to correct the deficiencies in the loan provision so that the Vietnam era veteran for whom this Committee conceived the program may be benefited as you intended. Our suggestion to the Committee is that some sort of guaranteed loan proviso for veterans be placed within the structure of the current National Student Loan program.

Employment is another issue that has reached critical levels with the Vietnam era veteran. But, Mr. Chairman, perhaps "unemployment" would be a more correct term. Among Vietnam era veterans, it hovers between 19 and 24 percent. Among young minority veterans, it is between 23 and 29 percent. And yet, unfortunately, there are States who still are not meeting the minimum acceptance level by giving veterans preference under Public Law 92-540 and 93-567. This situation is even more critical, if that is possible, among disabled veterans where the unemployment rate is nothing less than tragic. We have laws which have no teeth—Ref: 93-567, that is, contractors' obligations; we have laws which are not enforced, for example, Public Law 92-540, which the Department of Labor has not fully enforced in some

States. We ask you again, Mr. Chairman and members of the Committee, are we to be the forgotten veteran?

We have many problems which face the Vietnam era veteran today. There are many psychological and physiological problems which are only beginning to be recognized. Perhaps this is why the television and movie industries, as well as other media, have exploited the Vietnam veteran as a psychotic, drug-abusing, socially unfit individual and have presented him as such to the rest of the country. As you well know, this is not the true picture. We ask, Mr. Chairman, that legislation be passed in order that the Veterans' Administration hospitals be ordered and allowed to begin preventive treatment in the area of psychological and mental problems. We are aware of the widespread use of programs, pamphlets, and documents issued at the end of World War II concerning the psychological and emotional problems which would be faced by returning service men and women. Mr. Chairman, we ask where is such a program today? What has happened to the Vietnam Era Veterans and Dependents Phychological Readjustment Assistance Act of 1973? We ask that this Congress give statutory authority to the Veterans' Administration to provide the necessary care and treatment to Vietnam era veterans and their dependents.

Mr. Chairman, members of the Committee, we need your help. We need your help in the areas of education, employment, medical care, and VA medical facilities. We need your help on the college campuses with the VCOI and vet rep programs, neither adequately funded nor staffed. We need your help in discharge upgrading and review. We need your help to implement and continue incarcerated veterans' programs.

In essence we simply ask, as men and women who served their country when called, that each of you consider our stated views and requests and take positive action upon them.

Again, Mr. Chairman, members of the Committee, NACV expresses its deepest thanks for allowing us this time and we are ready to answer any questions you may have. Thank you.

Chairman HARTKE. Thank you for a very fine statement.

I have a high regard for your organization.

We are going to have hearings on the question of employment and unemployment later this month. Certainly your views will receive a great deal of attention.

Mr. GAREFINO. I have two things I would like to have placed in the record. The findings and recommendations of the Special Veterans Opportunities Committee and the National League of Cities-Conference of Mayors' report on geography controls GI bill Opportunities.

Chairman HARTKE. Both of those will be included by reference.

[The findings and recommendations of the Special Veterans Opportunities Committee and the geography controls GI bill opportunities follow:]

NATIONAL LEAGUE OF CITIES

UNITED STATES CONFERENCE OF MAYORS

FINAL REPORT

FINDINGS AND RECOMMENDATIONS

SPECIAL VETERANS' OPPORTUNITY COMMITTEE

U. S. Representative Silvio O. Conte (R.-Mass.)
Chairman

VETERANS EDUCATION AND TRAINING SERVICE (VETS)

September 13, 1973

Based on Public Hearings Held in
Newark, New Jersey; Cleveland,
Ohio; and Seattle, Washington

1620 Eye Street, N.W., Washington D.C. 20006 / 202-293-7300

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NATIONAL LEAGUE OF CITIES

UNITED STATES CONFERENCE OF MAYORS

September 4, 1973

The Honorable Silvio O. Conte
U. S. House of Representatives
239 Cannon House Office Building
Washington, D. C. 20515

Dear Congressman Conte:

This report is the culmination of an extremely important, timely and productive undertaking -- the series of public hearings which we, as Mayors, co-chaired with you under the sponsorship of the National League of Cities and the U. S. Conference of Mayors. As local chief executives, we are very much aware that many Vietnam-era veterans have problems. These problems -- jobs, the search for understanding, educational opportunities and the attitude of the public -- are not the things these young men should have to face on a daily basis.

Opportunities in both employment and education should be readily available; and the gratitude of a nation well-served should be automatically apparent. The fact that neither of these is the case is the real lesson of the hearings.

With the issuing of this final report, we all must dedicate ourselves to making these recommendations a reality, and these findings obsolete. Just as the hearings brought together in common cause public officials, academic leaders, business and labor executives, the military, a concerned citizenry, the media, and the veterans themselves -- that same coalition must follow through, with this report as the first step.

We look forward to working with you as this is done.

Sincerely yours,

Kenneth A. Gibson
Mayor, Newark

Wes Uhlman

Wes Uhlman
Mayor, Seattle

Ralph J. Perk

Ralph J. Perk
Mayor, Cleveland

1620 Eye Street, N.W., Washington D. C. 20006 / 202-293-7300

SUMMARY OF FINDINGS

A. Public reaction to the Vietnam War has been a severe obstacle to civilian readjustment of returning GI's.

B. The present GI Bill has not been able to adequately help those who need it the most.

C. The World War II veteran got a substantially better deal in terms of benefits and acceptance.

D. Jobs for GI Bill-enrolled veterans is a major problem.

E. Veterans generally see the bureaucracy only as something to be overcome -- not as a positive force.

F. There are wide geographic disparities in GI Bill use and in available assistance programs.

G. The federal government has primary responsibility for veterans' programs, but should make its resources available for support of state and local assistance efforts.

H. Lack of uniform in-service assistance by the military has made civilian readjustment more difficult.

I. There is a lack of leniency and understanding in the administrative dealings with those who may have gotten less than honorable discharges by proceedings other than courts martial.

SUMMARY OF RECOMMENDATIONS

A. The GI Bill should be restructured so that it pays 80% of all tuition and fees and makes a separate subsistence payment of at least $220 a month.

B. Work-study and public employment programs should guarantee a job to every enrolled veteran who needs or wants one.

C. Delays and obstacles to discharge review should be eliminated; and the VA should be more lenient in the granting of educational benefits in those cases where it has administrative jurisdiction.

D. A program of effective marketing and communication should be undertaken to increase use of the GI Bill.

E. Readjustment programs and pre-release remedial education efforts should be expanded and made universally available to GI's, on a continuing basis.

F. A special commission should review the relevancy of VA benefits and procedures and recommend needed reforms.

G. The Veterans Cost of Instruction Provision in the 1972 Higher Education Act should be fully funded. Other programs which support or supplement local veterans assistance efforts should be expanded and continued.

INTRODUCTION

When I came home from World War II, my home town turned out for a welcome. There were parties, ceremonies, honors and a feeling that, whether we served in combat or were on permanent KP in the states, we were all heroes.

More importantly, the nation we fought for showed its gratitude through the GI Bill; and each and every one of us had th opportunity to get -- at little or no cost to us -- all the education we wanted. I'm sure the 7,000,000 World War II vets who used the GI Bill feel as I do, that it was the most valuable thing that ever happened to us. Without it, I certainly would not be in Congress today.

This report is the result of an eight-month effort to find out what the problems of today's veterans are, and what can be done about them. I was asked by the National League of Cities and the U. S. Conference of Mayors to chair a Special Veterans Opportunity Committee and hold a series of public hearings across the country, so that we could hear, first-hand, from the veterans themselves, as well as from those who are in a position to help them.

The all-day hearings were designed to strengthen city-sponsored veterans assistance projects by involving local leaders and by hearing the views of veterans and other concerned citizens.

The hearing panels included Vietnam veterans, public officials and leaders of the business, labor, academic and service organization communities. The first hearing was held in Newark, New Jersey, on October 25, 1972; the second in Cleveland, Ohio, on March 9, 1973; and the third in Seattle, Washington, on May 18, 1973.

In the three hearings, a total of 111 witnesses were heard, 62 of whom were Vietnam-era veterans. The hearing panel members and complete witness lists are attached.

As can be seen from the hearing summary reports, these findings and recommendations represent a broad consensus, although several witnesses wanted to go much farther in remedial action. The evidence indicates that what is contained here is fair, reasonable and necessary.

The National League of Cities and the U. S. Conference of Mayors operate the Veterans Education and Training Service (VETS) through a grant from the Office of Economic Opportunity. VETS has helped to establish Vietnam-era veterans assistance projects in 10 cities across the country and has provided technical assistance to veterans efforts in many other cities.

In the course of running these projects, thousands of Vietnam-era veterans have been contacted, counseled, enrolled under the GI Bill, and helped with employment and benefits problems.

A major recurring complaint of veterans is that they feel few people are either listening to or really caring about their problems. They believe their problems are unique, due to the nature of the Vietnam conflict and the public reaction to it.

These public hearings were, therefore, conducted to provide the veterans themselves -- as many as wanted to testify -- a chance to tell a panel (which included Vietnam veterans) what they think the problems are, and what the solutions to those problems should be.

This testimony was supplemented by testimony from college officials, employment services, businessmen, psychiatrists, psychologists, veterans organizations, state legislators, U. S. Congressmen, military personnel, federal, state and local agency officials, labor leaders and interested citizens.

We greatly appreciate the full cooperation we received from all these groups and individuals -- especially benefits personnel at the Veterans Administration -- and believe that their valuable contributions will lead to positive and immediate action.

As a World War II veteran who benefited so substantially from the GI Bill, I am most concerned with the problems of today's veteran. It is disquieting that these highly motivated young men would -- as one did at the Cleveland hearing -- equate their plight with the soldier's lament from "All Quiet on the Western Front":

> "Now, if we go back, we will be weary, broken, burnt-out, rootless and without hope. We will not be able to find our way any more, and men will not understand us. For the generation that grew up before us, though it has passed these years with us here, already had a home and a calling; now it will return to its old occupations and all will be forgotten. And the generations that have grown up after us will be strange to us and push us aside. We will be superfluous even to ourselves and will grow older. A few will adapt themselves -- some others will merely submit -- and most will be bewildered. The years will pass by, and in the end we shall have fallen into ruin."

There is much that we can do to see that today's veterans have a more hopeful future.

It is apparent to me that we must work to see that today's veterans have more than just the present GI Bill available to them. There will be many who will need a package of assistance that will include a guaranteed part-time job, special counseling, help in obtaining other applicable programs, as well as the financial assistance available through both the GI Bill and the individual educational institutions. We cannot expect that the majority of Vietnam-era veterans will be able to put all this together themselves -- even if it were universally available. We must have both adequate programs -- available to all -- and an efficient and usable delivery system.

That is what this report is all about.

Silvio O. Conte

Silvio O. Conte
Member of Congress
Chairman, Special Veterans
Opportunity Committee

PART I -- FINDINGS

A. The Vietnam Veteran

"Today's veteran must not be a political pawn. The hawks and the doves have had their day in court, and now society must understand the need to assist the *man*. His problems are society's problems." -- Mayor Kenneth Gibson, Newark hearing.

The Vietnam-era veteran is no different from the veteran of earlier conflicts. But the *war* was different -- and the public reaction to the war is different. Any assistance program must recognize this.

This is *not* to say that the Vietnam-era veteran is any less highly motivated or less valuable as a student, employee or citizen. Having survived a complex and difficult assignment in a difficult time, he may be *more* valuable.

A production manager for a steel plant said at the Cleveland hearing, "Our experience with today's vets shows them to require less training, less supervision and to be more work-disciplined than non-veteran employees." A college president at the Newark hearing commented that his experience with Vietnam vets showed that they were highly motivated and mature students and less likely to drop out [for non-financial reasons] than the student fresh from high school.

Former Army Chief of Staff General William Westmoreland has said of today's veterans, "....They are, as a group, more eager for betterment and more responsible than GI's of the same age in past wars. Their service has been difficult, demanding and devoid of the public acclaim that was given to past GI's. They understand and accept this and have proven to be unusually anxious to build a meaningful future for themselves."

However, during the course of the hearings, it became obvious that the world is a long way from beating a path to their doors. Far from being welcome heroes, many veterans at the hearings told of feeling, in effect, discriminated against just because they were Vietnam veterans. At Cleveland, one young veteran said, "Most people treated me like I was a psycho, a probable drug addict or just a dummy for fighting in a dumb war. It got so that I hid the fact that I was a veteran."

Psychiatrists and psychologists who testified at the Newark hearing confirmed this. Dr. Gordon Livingstone, an Army psychiatrist, said, "Today's vets are survivors of what happened in Vietnam and ... have become a crucible for all of society's doubts and misgivings about our involvement in Vietnam." The VA's Harris Survey showed that "A plurality of the people feel 'Veterans of this war were suckers, having to risk their lives in the wrong war at the wrong time.'"

Several expert witnesses traced the problem back to the decision to fight the war basically with draftees, taken under a less than universal draft -- recognized on all sides to be highly unfair in its operation. The college deferment exempted people from higher income brackets, and lower income men served in their place. Later, these men came home to an economic situation that was rapidly deteriorating. From 1970 through 1972, while close to a million men a year were discharged, veteran unemployment rose from 100,000 men to a high of 400,000 (in January of 1972), with the rate exceeding 15% "and among non-white veterans and those with less than a high school education reaching 21% and 31% respectively," according to the VA's Harris Survey.

As a result, these men became frustrated. They expected that their service to their country would be fully recognized, as earlier service had been recognized. Yet the controversy surrounding the war made this impossible. They felt that the bureaucracies of the Veterans Administration, the employment services and the colleges where they sought help disregarded their sacrifices and treated them as children. A persistent theme was that the federal government educated, trained and transported the soldier-citizen for combat with great efficiency. But the manner in which the veteran returning to civilian life is treated contains none of that efficiency and concern.

Their own words best reveal their feelings:

> "Why do we have to beg for assistance or even attention?"
>
> "All we want is the chance that the guys got who didn't have to go."
>
> "Either I can take care of my wife and child or I can go to school -- not both. Why should I have to make such a choice?"
>
> "Liberals hate us for killing and conservatives hate us for not killing enough."
>
> "The real prisoner of this war is the ordinary veteran -- the conscripted grunt who didn't have the money to buy his way out of the war by going to college or didn't have the political connections to get into the National Guard to sit it out."
>
> "All we want is what our fathers got."
>
> "We feel that no one is really listening."

B. GI Bill Use

Many returning Vietnam-era veterans lack the financial resources to use today's GI Bill, which they see as their best opportunity. A high proportion of the draftees in the Vietnam era were high school dropouts, members of minority groups and persons from lower income backgrounds. Consequently, a GI Bill which requires supplementary financial aid, special outreach and remedial efforts by educational institutions and a sophisticated understanding of government and bureaucracy will reach primarily those veterans who had pre-service higher education. This is generally what has happened. The use of the GI Bill is, therefore, inverse to need.

The proof of the "use is inverse to need" claim lies in the following discussion (based on VA statistics): About 20% of returning Vietnam-era veterans have less than a high school education. And yet, of those actually enrolled in college or junior college under the GI Bill, this educational group represents only about 3% of the total. You have to dig this figure out because the largest number in this category are in the "other schools" group, which is about 70% correspondence schools. This group is discounted here because, according to a recent GAO report, those vets in correspondence schools have a 75% dropout rate. The combined college and junior college use rate is higher today than after earlier wars, because of the higher level of education offered by junior colleges that previously would have been counted under other categories. The availability of cheap, good technical education at junior colleges, as well as the higher education qualifications demanded for jobs, are the reasons this report stresses the college and junior college participation route. But many veterans have much to gain from on-the-job and technical training in other settings. We recognize that fact.

Today's GI Bill has educated hundreds of thousands of veterans, and will cost $2.5 billion this year. It is in many respects the best available federal scholarship program, yet it operates with an uneven impact. Its successes in helping many veterans must be weighed alongside the difficulties other veterans have in using this -- the prime readjustment tool. While nationally 46.1% of the nation's 6,220,000 Vietnam-era veterans have used the GI Bill (for one purpose or another), 53.9% have not. Within the ranks of those that have used it, there are many that have failed to complete their courses, for reasons that were brought out during these hearings and in Congressional hearings.

The low level of GI Bill benefits has for all intents and purposes precluded most veterans from using the bill to go to private colleges. In effect, these veterans have been forced to compete for limited spaces in public community and junior colleges with low tuition. Even the tuition at four-year public colleges is higher than some veterans can afford. This was demonstrated at the Cleveland hearing, when one young vet said he was enrolled at Cuyahoga Community College (instead of Cleveland State College, where he wanted to go) merely because of the difference in tuition: At Cuyahoga, he said, the tuition was $380, while at Cleveland State it was over $700. "Why should I be restricted in the choice of a public college just because of $320? Doesn't that mean there is something wrong with a GI Bill that does that?"

The monthly subsistence funds a student veteran at Rutgers Newark would have for living expenses, after payment of tuition, rose on account of the October 1972 benefits increase from $101.11 to $133.33. Veterans at the Newark hearing considered both sums inadequate because of the consistently high unemployment rate in the Newark metropolitan area, resulting in difficulties in locating part-time jobs, and a high cost of living in the city.

Far more veterans appear to be married than non-veteran students, and their financial obligations are commensurately greater. According to an American Council on Education research report -- "The Vietnam-Era Veteran Enters College" -- 38.3% of the veteran students are married, while only 1.2% of non-veteran, first-time college students are.

C. Comparison with Situation of World War II GI's

Compared with the World War II veteran, his counterpart today is receiving unequal treatment, both in terms of benefits and opportunities and in terms of public acceptance. "We only want what our fathers got," was a frequent veteran comment. After World War II, veterans had most tuition and fees paid directly by the federal government, a book allowance, some subsidized housing and a $75 month subsistence allowance; and they were eagerly sought after by educational institutions, both public and private. Today's GI Bill, increased in three stages, now gives the single veteran a base allowance of $220 a month, out of which must come his tuition, as well as money for rent, food, books, transportation and other basic necessities. Schools and colleges do little to adapt their procedures to the needs of veterans.

Under the World War II GI Bill, veterans could attend any approved institutions of higher education. Today they are effectively excluded from private colleges by high tuition costs, which are five times higher than those of the late 1940's. The average tuition charge at private colleges has risen from $396 to $1,902. After World War II, public colleges were encouraged to take veterans as a result of direct reimbursement from the federal government of what amounted to out-of-state tuition rates for in-state veterans. Out-of-state tuition rates more truly recognize the actual or true costs of education to the states.

Those rates today are $2,000 or more in California, Ohio, Michigan and Pennsylvania -- four of the states with large concentrations of veterans. In effect, the federal government has shifted a large bulk of the costs of education from itself to state and local government, and to the veteran. Until $25,000,000 for the Veterans Cost of Instruction Provision was released in June 1973, no federal funds went directly to colleges to support veterans education efforts other than a $4.00 per student processing fee, and the small Upward Bound for Veterans Program. Thus, the federal government no longer funds -- through the GI Bill -- the expansion of post-secondary education necessary to enroll additional veterans.

As a result, the veteran of the Vietnam era feels that his lot is directly related to the unpopularity of the war and the divisions and debates engendered by it.

As pointed out at the Seattle hearing by Dr. Charles Odegaard, President of the University of Washington:

> "Soldiers from Vietnam were not universally conscripted as they were during World War II; more were chosen from among men who could not go to college and who were not

granted deferments. Not surprisingly, then, veterans from Vietnam include more financially disadvantaged men and more minorities than previous veteran groups, at least in recent history. Predictably, these men are going to have unusual, indeed unique problems. They are not going to be as well prepared for college, so that they will require more and specialized attention to get through college and to enter graduate or professional study. They are going to be difficult to place in jobs; and more than previous veteran groups they are going to find re-entering civilian life an emotionally difficult and traumatic experience. Unless these men are given special help, the original inequity which encouraged the drafting of poorer and less well educated individuals will be magnified by the fact that those who were less equipped to support themselves when they were drafted come back as veterans to compete in the job market with men who have had two more years of education and training. At the same time they have to face a less receptive and unfriendly environment than their predecessors."

At the Seattle hearing, the Director of the VA regional office took issue with the World War II "discrepancy" argument, submitting a chart showing differences in costs and allowances in constant dollars. The VA chart did not refute the testimony of veterans, who offered their budgets and cost figures and compared them to what was available to the World War II GI Bill-enfolled veterans.

One veteran, William Albinger, Jr., wrote to the Evening Star in Washington, D. C., after reading about these hearings. His feelings were similar to those of many other veterans:

> "After receiving the Grateful Nation speech in Cam Ranh Bay, I got on the plane to return to the United States and resume my law studies. I was surprised to return to a place that was practicing cut-rate government. Like in so many other ways, the hidden costs of the war were being foisted off on those who lacked the votes, organization, or money to have political clout -- the returning veterans.... I wonder how the hell guys who were shot up make it through. What made the situation particularly galling was that at least 50 percent of the people I encountered (fellow students, faculty members, friends of my

> family) all thought I was receiving the same benefits my father and his generation received."

Because of the continuing controversy about the relative benefits given World War II and today's veterans, the Committee staff undertook its own analysis of the available data.

The VA chart used in Seattle, which is similar to other such presentations, lumps together the charges at two- and four-year public colleges. Four-year public college tuition has climbed so that the average charge is now $609 in the 12 states with 60% of veteran population. The point is that today's veteran in many states, unlike his World War II predecessor, has been hard pressed to command four-year college or graduate education at public colleges, and is priced out of private colleges completely. The latest of the three increases since the GI Bill was reenacted in 1966 (at a level lower than the Korean War benefits) has come the closest to giving today's veteran subsistence monies equivalent to those the World War II veteran received.

The veteran, in the cities where we held hearings, trying to attend four-year public colleges received the following benefits after paying for tuition and books:

MONTHLY LIVING FUNDS AFTER PAYMENT OF TUITION

	1969-1970 Academic Year	1971-1972 Academic Year	1972-1973 Academic Year
Rutgers U.	$ 51.33	$101.11	$133.33
Cleveland State	$ 68.33	$ 84.44	$129.44
U. of Washington	$ 74.55	$106.11	$143.44

The GI Bill carried benefits, before tuition payments, of:

June, 1969 -- $130 per month
June, 1971 -- $175 per month
Oct., 1972 -- $2[illegible]0 per month

The value of $75 in subsistence (received by World War II vets) in current dollars:

1969 -- $114
1970 -- $121
1971 -- $126
1972 -- $131
June, 1973 -- $138

As noted above, the October 1972 increase in the GI Bill came the closest to giving the veteran a sum equivalent to the $75 a month subsistence of a single veteran after World War II. However, the strict dollar conversion of the $75 into today's dollars seems to overestimate the buying power today's veterans' benefits represent in many states. The World War II veteran had subsidized housing in many instances. The familiar quonset hut was frequently mentioned during the hearings. The colleges and employers adapted their procedures to student veterans. Today's veteran has no such benefits.

But, more importantly, when the GI Bill is compared to the percent of average monthly earnings, as the VA did, in testimony to the Senate Veterans Affairs Committee, then the difficulties of the Vietnam-era veteran become readily apparent. The GI Bill was never intended as a full scholarship; however, it was designed to give the veteran a fair chance at working his way through school. The World War II GI Bill did this by giving the veteran with no dependents 35.4% of the average monthly earnings; the veteran with one dependent, 49.5%; and the veteran with two dependents, 56.6%. Today's veteran with no dependents, after paying the average tuition at all two- and four-year public colleges, is left with 26.4% of average monthly earnings; with one dependent, 33.1%; and with two dependents, 38.9%. The veteran who attempts to attend four-year public colleges in major states ends up with 22.4%; 29.0%; and 35.0%, respectively. What this means is that the Vietnam-era veteran has to have alternative sources of income, particularly part-time and summer jobs that bring in substantially more than the World War II veteran needed. Given the high cost of living in cities and the difficulties in finding part-time jobs of the last several years, the demands of the veteran for equal treatment become justifiable.

COMPARISON OF U.S. AVERAGE MONTHLY EARNINGS TO GI BILL BENEFITS

		No Dependents		One Dependent		Two Dependents	
Date	Average monthly earnings	Monthly payment	% of average monthly earnings	Monthly payment	% of average monthly earnings	Monthly payment	% of average monthly earnings
1948	$212	$ 75	35.4%	$105	49.5%	$120	56.6%
		After Payment of Average Tuition and Book Costs at All Public Colleges					
May 1973	$617	$163	26.4%	$204	33.1%	$241	38.9%
		After Payment of Average Tuition and Book Costs at Major Four-Year Public Colleges					
May 1973	$617	$138	22.4%	$179	29.0%	$216	35.0%

D. Unemployment

Employment of any kind is the major concern of veterans. To use the GI Bill, most veterans (without outside financial help) must have either a full- or part-time job. Many veterans found they had to get a job and get reoriented to civilian life before they could make the decision to return to school. Yet in many cases, the jobs they thought they were qualified for because of their service were unavailable. In the cities, where most vets are concentrated, jobs are difficult to obtain. Where it has been used for veterans, the EEA Public Employment Program has helped some. But under the President's budget, that program is scheduled for termination; and even those jobs will no longer be available. The college work-study program has not helped the veteran enough, primarily because of funding levels and demands on it by non-veterans. In fact, testimony was presented that veterans were largely excluded from the HEW work-study program because of inclusion of their GI Bill income in determining their economic status.

Unemployment among Vietnam veterans aged 20-24 has remained consistently high, and the figures for the first quarter of 1973 were 11.0% for veterans, versus 7.3% for non-veterans (not seasonally adjusted) in that age bracket. The seasonally adjusted figures were 9.2% for veterans 7.0% for non-veterans. Testimony was heard repeatedly at the hearings that the Vietnam veteran was caught in a vicious cycle because he lacks the education and training to obtain a job. Yet without a job to supplement his inadequate GI Bill benefits, he cannot obtain the education and training.

Both veterans and college officials agreed that the greatest need was for an assistance package that combined an assured part-time job with GI Bill educational benefits. One veteran testified at the Newark hearing that in his search for a job (which he needed to be able to make it under the GI Bill), it was only after he threatened to call his Congressman that he finally secured employment. Part-time employment did not yield enough income, so he carries both a full course of study and a full-time job.

Veteran witnesses told of giving up on using the GI Bill after fruitless searches for part-time jobs. While the state employment services came in for much criticism, the problem is that many employers do not list with the service, and usually only full-time jobs are available. Obviously, the employment service has a difficult time in supplying jobs in a time of high unemployment, like that beginning in 1970.

E. Bureaucracy

Many of today's veterans feel that the whole system of assistance -- the VA, the governmental bureaucracy and the traditional veterans organizations -- is neither sympathetic to their needs nor representative of their era of service.

While the VA, the employment service, the American Legion, the Veterans of Foreign Wars and others have made important efforts to use Vietnam veterans in their programs, they have had great difficulties in getting veterans to accept those efforts at face value.

One veteran at the Newark hearing summed up the feeling of many about bureaucracy:

> "America needs to gamble on the potential of this generation of veterans to at least the same degree as it did on the World War II generation. Instead, with its tradition of diversity, American society can only offer benefits to Vietnam-era veterans through increasingly narrow channels, developed over 25 years ago and administered with decreasing flexibility, under tons of regulations and overregulation, by people who it seems have forgotten the gamble society took on them.
>
> "....
>
> "Efforts on behalf of Vietnam-era veterans should be more in humanistic terms rather than the present national and economic crisis terms. A greater number of Vietnam-era veterans should be involved in the development and running of efforts on behalf of veterans, not just token representation, or a Vietnam-era veteran with a title, for display purposes, with no authority or responsibility. Programs are designed and implemented on a 'Daddy knows what's best for you' philosophy, and when they fall short or fail, the reason is always 'you don't really know what's best for yourself.'"

At the Cleveland hearing, an advertising executive (himself a Korean War veteran) noted that the problem seemed to be one of communication, and cited the many forms and brochures with their governmental jargon -- and then asked, "How can you expect to relate to today's alienated vet with this sort of stuff?"

At the Seattle hearing, a veteran of World War I, representing the combined charter veterans organization, offered this comment to the Vietnam vets: "I know what it is to be frustrated by bureaucracy." However, he urged vets to "approach it on the basis of negotiation rather than abuse." He suggested that the charter veterans organization's tactic of "constantly watching and constantly checking up" was a good one, and was a lobbying effort worth emulating.

Also in Seattle, a Vietnam veteran -- one of the few to be elected to a state legislature -- testified that this era of vets needs a lobby of its own. He urged the election of more Vietnam veterans to public office, and suggested that they organize themselves more effectively. He cited the fact that there are no Vietnam veterans in Congress today, and said that in contrast, 1946 saw newly elected vets -- such as John F. Kennedy and Richard M. Nixon.

Many vets in the hearings noted the absence of young veterans in outreach roles and in responsible positions in regional offices. They felt the need for Vietnam veterans to have a major influence in the development of national policies, as well as at the local level, on their behalf.

Another major thrust of the veterans was for local organizations that were veteran-run and veteran-influenced. Satisfaction was expressed with the third-party contracts that bring federal money in to support city-sponsored and controlled agencies. The difficulties of federal regional agencies, such as the VA regional office, that were pointed out included their inability to involve the local public and private non-profit agencies and important men and women who could contribute to programs for veterans. From the testimony given at the hearings, it was evident that there was a great deal of good will that could be channeled to Vietnam veterans; yet the lack of operable mechanisms, such as the citizen committees that were formed in Seattle, prevented assistance from reaching many veterans through existing public and private agencies.

Testimony was given at the Cleveland hearing on the tremendous value of the recent Upward Bound for Veterans projects funded by HEW in 1972. Former astronaut Neil Armstrong, now a professor at the University of Cincinnati, detailed how such a project is working there. Similarly, officials at Cuyahoga Community College told how they have set up successful outreach, counseling, remedial education and assistance efforts with such a grant. These, and projects such as College Discovery, run at Fort Dix by Montclair State College (and detailed at the Newark hearing), show the advantages of federal funds going to locally run "vets helping vets" projects.

Tom Tharpe, a product of College Discovery, testified at the Newark hearing, "When I was in high school, I was told I wasn't college material. Then in the service I discovered College Discovery. They counseled me and got me into college, where I have a 3.2 average." Mr. Tharpe will graduate soon from Brooklyn College with a degree in mathematics.

Ralph Munro, Special Assistant to Governor Daniel Evans, suggested that the principle of special revenue sharing be applied to veterans. He felt that if the state had the financing to tackle veterans problems, it could go a long way toward solving them. Unfortunately, the Emergency Employment Act program, with which the state had launched a major veterans program, assigning veterans to each community college in the state, may run out shortly. Munro suggested that a special revenue sharing program for veterans could solve the problem.

Delays in the receipt of GI Bill benefits have been particularly harmful to Vietnam veterans attempting to stay in college. The fact that checks are late in arriving makes it hard for counselors to persuade veterans to return to school. In fact, many men in school have had to drop out because of late receipt of their checks. The President's Committee on the Vietnam Veteran pointed out in its 1969 report that low participation in the GI Bill was related to these delayed payments. The report said:

> "The effect of this after-the-fact method of payment can be to discourage program participation by the veteran who cannot afford the initial outlay required by most schools for prepayment of fees, tuition, books, and the necessary money for subsistence for himself and his family until the first payment is received. The intent of the program is thus jeopardized."

While the advance payment provision of the 1972 GI Bill is designed to correct this, many veterans at the hearings expressed skepticism, as long as the system depends on computers. However, the new system, developed as a result of combined administration and Congressional initiatives, should alleviate the very major problem of payment delays. It appears from discussions with the Veterans Administration officials that taking a veteran's file out of the system to find out why delays are involved may in its own right slow down the processing of his claim. Obviously, the computer is only as good as the paper that is fed into it; and the current system, with its potential delays -- by the veteran, by the college and by the Veterans Administration -- works a serious hardship on individuals.

F. Geographical Differences in GI Bill Effectiveness

The programs of assistance which are designed to supplement the GI Bill are not uniformly available to veterans. The GI Bill itself is used to widely varying degrees in different states. Some states have bonuses and free public tuition. Some schools have federally funded veterans assistance efforts. Some local areas have outreach programs. Some areas have available jobs. But nothing, not even the GI Bill itself, is uniform in its effectiveness.

The effectiveness of the GI Bill depends on which state a veteran returns to. California has the nation's most extensive public college system. Community colleges and a state college system with a 200,000-student enrollment are available at low tuition rates.

A California student veteran pays $140 of his GI Bill benefits for tuition at a state college, while a New Jersey veteran pays $630 and an Ohio veteran $700. (Because the present program no longer takes into account variations in tuition costs, equal military service no longer means equal readjustment opportunities, as it did under the World War II GI Bill.)

The National Association of Collegiate Veterans submitted a report that it had prepared, entitled The Vietnam-Era GI Bill -- Equal Military Service -- Unequal Readjustment Opportunities. Unfortunately, NACVI President James Mayer was unable to come to Cleveland and testify. However, the substance of the report shows that per capita payments to individual veterans vary greatly from state to state. California leads the major states, with its veterans able to use over $1230 in GI Bill benefits on a per capita basis during the five years from fiscal 1968 to fiscal 1972. New Jersey and Ohio veterans used slightly more than half as many dollars in GI Bill benefits.

The NACVI report cites the difference in how California veterans were able to make use of the benefits in contrast with New York veterans. In fiscal 1972, Californians used $302,000,000 in benefits, while New Yorkers used $59,000,000. These two states ordinarily get nearly equal shares under most federal programs; however, between fiscal 1968 and fiscal 1972, California veterans used more than $565,000,000 more than New York veterans in GI Bill benefits. This is largely a reflection of the mix of the state's post-secondary education system and the lower levels of tuition in California. With few private colleges, a heavily subsidized state system, and a community college system three times as large as New York's, the California veteran had much easier access to the GI Bill than did the New York veteran. It should be noted that California veterans take no money away from New York veterans when they use the GI Bill to the extent they do, for the GI Bill contains a unique commitment by Congress to make more money available as more veterans decide to use the benefits.

The attached chart shows the great disparities among states in the usage of the GI Bill. On a per capita basis (to show the relation of GI Bill payments to the number of veterans on a state-by-state basis), annual educational benefits go from a high of $469 for veterans in North Dakota to a low of $174 for veterans in Virginia. As for the utility of the GI Bill for college or junior college education, 35% of California's veterans use it, while less than 14% of Indiana's veterans do so.

This points up the inherent inequality in the practical limits on the way the GI Bill can be used by veterans is various states. Further variances among veterans with different economic and social backgrounds were testified to at the hearings. However, no definitive national statistics exist on this point.

IMPACT OF VIETNAM-ERA GI BILL

		Pmts. per 10,000 Vietnam-era Vets	Vietnam-era Vet Pop. (Nov. 1972)	Total GI Bill Pmts. FY 1972	Percent Ever in College under GI Bill
1	North Dakota	$4,690,000	15,000	$ 7,040,000	34.4%
2	New Mexico	$4,550,000	31,000	$ 14,120,000	29.7%
3	Arizona	$4,500,000	61,000	$ 27,440,000	32.2%
4	South Dakota	$4,210,000	15,000	$ 6,320,000	27.2%
5	California	$4,170,000	725,000	$302,180,000	[illegible]
6	Out of Country	$3,900,000	71,000	$ 27,690,000	16.4%
7	Utah	$3,880,000	[illegible]8,000	$ 14,750,000	28.2%
8	Colorado	$3,810,000	81,000	$ 30,860,000	26.6%
9	Alabama	$3,690,000	90,000	$ 33,240,000	20.8%
10	Hawaii	$3,670,000	[illegible],000	$ 10,280,000	26.7%
11	Oklahoma	$3,670,000	[illegible],000	$ 31,950,000	25.5%
12	Washington	$3,450,000	13[illegible],000	$ 46,890,000	27.8%
13	Florida	$3,410,000	213,000	$ 72,590,000	25.4%
14	Oregon	$3,390,000	77,000	$ 26,140,000	29.2%
15	Louisiana	$3,370,000	94,000	$ 31,700,000	20.0%
16	Idaho	$3,350,000	21,000	$ 7,040,000	28.8%
17	Texas	$3,320,000	342,000	$113,680,000	24.3%
18	Kansas	$3,300,000	67,000	$ 22,[illegible]30,000	25.3%
19	Tennessee	$3,230,000	114,000	$ 36,870,000	19.9%
20	Montana	$3,180,000	22,000	$ 7,000,000	26.8%
21	Arkansas	$3,160,000	51,000	$ 16,140,000	19.4%
22	Georgia	$3,040,000	147,000	$ 44,730,000	16.6%
23	South Carolina	$2,990,000	77,000	$ 23,000,000	17.2%
24	North Carolina	$2,970,000	136,000	$ 40,360,000	20.1%
25	Wyoming	$2,960,000	11,000	$ 3,260,000	27.3%
26	Wisconsin	$2,930,000	125,000	$ 36,610,000	21.5%
27	Minnesota	$2,900,000	128,000	$ 37,070,000	20.6%
28	Mississippi	$2,870,000	45,000	$ 12,910,000	19.8%
29	Iowa	$2,820,000	79,000	$ 22,300,000	19.1%
30	Missouri	$2,790,000	141,000	$ 39,360,000	20.8%
31	Nebraska	$2,780,000	43,000	$ 11,970,000	24.1%
32	Rhode Island	$2,730,000	33,000	$ 9,020,000	19.2%
33	Michigan	$2,650,000	255,000	$ 67,600,000	22.1%
34	Illinois	$2,550,000	309,000	$ 78,940,000	20.5%
35	Nevada	$2,430,000	19,000	$ 4,610,000	16.9%
36	Kentucky	$2,330,000	83,000	$ 19,340,000	15.8%
37	New Hampshire	$2,310,000	26,000	$ 6,010,000	17.0%
38	Connecticut	$2,300,000	91,000	$ 20,890,000	19.1%
39	Maine	$2,280,000	29,000	$ 6,620,000	17.0%
40	Massachusetts	$2,270,000	181,000	$ 41,070,000	19.1%
41	West Virginia	$2,250,000	45,000	$ [illegible]0,120,000	17.6%
42	New York	$2,160,000	461,000	$ 99,730,000	20.3%
43	Pennsylvania	$2,160,000	344,000	$ 74,160,000	16.1%
44	Vermont	$2,080,000	14,000	$ 2,670,000	13.3%
45	New Jersey	$2,040,000	198,000	$ 40,440,000	16.4%
46	Delaware	$2,020,000	19,000	$ 3,840,000	18.2%
47	Indiana	$1,970,000	161,000	$ 31,750,000	13.8%
48	Maryland	$1,940,000	133,000	$ 25,860,000	20.2%
49	Ohio	$1,910,000	322,000	$ 61,590,000	16.2%
50	Alaska	$1,800,000	12,000	$ 2,160,000	15.4%
51	Virginia	$1,740,000	152,000	$ 26,510,000	18.5%
		$2,960,000 Average per 10,000 vets	6,220,000 Total	$1,806,540,000 Total GI Bill Pmts. FY 1972	23.4% Average

Source: Vietnam-Era Veterans Population and College Participation Rate, Department of Veterans Benefits, Veterans Administration; payments by state, VA work sheet for Office of Management & Budget Report, Federal Outlays Bulletin of November 1973.

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G. Federal Responsibility

The President's Budget Message for FY 1974 says, "The primary responsibility for most [education and manpower training] activities, other than those for veterans, rests with state and local government. (emphasis added)" Yet with the shortcomings in federal funds -- not only for the GI Bill, but for the Veterans Cost of Instruction Program, work-study, EEA, OEO and others programs needed by veterans -- it is the states that are trying to deal with the gap. State and local governments have had to make up for the differences in today's GI Bill and that of World War II. Where they have not, veterans have been unable to use their opportunities. California, with its extensive public higher education system, has, in effect, created a universal scholarship program for all its citizens. Most states have not. As a result, the veteran who returns to California has a far better chance to effectively utilize GI Bill benefits.

The federal government's programs which have benefited veterans -- such as the EEA and the Jobs for Veterans Program -- and the National Alliance of Businessmen's veterans program have gone part way in reducing veterans unemployment and in creating opportunities. But with 250,000 veterans still unemployed, the federal government will have to assume a greater share of the burden. Where local veterans projects exist, each must persuade the city to allocate money for those veterans. The veterans themselves are largely unorganized and competing with established interest groups for available funds.

At all three of the hearings, testimony was given by members of the state legislature about proposed or existing cash bonuses for veterans or so-called State GI Bills granting educational benefits as add-ons to the federal GI Bill. A survey of all 50 states revealed an incredible amount of activity in this regard, as the attached chart shows. The total amount of one-shot cash bonuses either passed or pending is more than a billion dollars, while the annual amount of total state education benefits is nearly half a billion dollars. These figures say a great deal about the inadequacy of the present GI Bill; and, while much of this state legislation will probably not become law, it is significant that so many public officials feel it is necessary.

Ohio State Senator Anthony Calabrese put the case of state legislators for federal responsibility when he said, "The State doesn't have adequate resources to solve the (veterans) problem. The federal government alone has the power to declare and wage war; therefore, because the federal government is responsible for this war, it has responsibility for the veterans of this war."

At both the Newark and the Cleveland hearings, the American Servicemen's Union testified in favor of a flat $2500 bonus for all Vietnam-era veterans -- a figure representing the **minimum** average difference between civilian and military pay over the usual two-year military tour of service. The Committee tends to agree more with the testimony of the state legislators at the Cleveland and Seattle hearings, who argued that cash bonuses are an inappropriate way of structuring veterans benefits. Such benefits under the GI Bill are more appropriately related to the pursuit of education and training, and any cash payments should be made only for subsistence while enrolled in school.

Pending State Veterans Benefits. This is a chart showing present and pending Vietnam-era veterans benefit legislation by state. It is limited to either cash bonuses or educational benefits, such as tuition credits. It does not include the multitude of bills affecting POW's, MIA's or survivors and dependents of veterans. It also does not include the low or non-interest loan bills being considered by the states.

The estimated costs of the benefit levels are figured in the following way: Bonus payments are multiplied by the latest VA figures showing numbers of Vietnam-era veterans by state (figures do not include payments some states make to earlier veterans), tuition credit costs are figured by multiplying 75% of the number of veterans using the GI Bill to go to college (75% being the average number of students in state schools) by the average out-of-state tuition rate (as being close to the true cost of education to the state).

States not listed either do not have legislatures in session or do not have identifiable veterans legislation.

SOURCES: American Legion, VFW and Council of State Governments

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State	Legislation	Status	Provides	Cost (in Millions) Annual Pmt.	Total Pmt.
Ariz.	1) Vet Bonus	Committee	$500 maximum		30.5
	2) Educ. Benefit	Introduced	$50 cut/semester in tuition	1.5	
Ark.	Educ. Benefit	Committee	Free textbooks, full tuition, st. schools	6	
Colo.	Educ. Benefit	Sen. Passed	$300 tuition, credit at state schools	4.8	
Conn.	Vet Bonus	Passed	$300 maximum		27.3
Del.	1) Vet Bonus	Passed	$300 maximum		5
	2) Educ. Benefit	Committee	Tuition, all schools	3.5	
Fla.	Educ. Benefit	Committee	Tuition credit	64.8	
Ill.	1) Vet Bonus	Passed	$100		31
	2) Educ. Benefit	Committee	Tuition, state schools	61.7	
Ind.	Vet Bonus	Passed	$200 Vietnam vets		5
Ia.	Vet Bonus	Committee	$500 maximum		28
La.	Vet Bonus	Passed	$250		23.5
Mass.	1) Vet Bonus	Passed	$300 maximum		54.3
	2) Educ. Benefit	Pending	Tuition, state schools	18.2	
Mich.	1) Vet Bonus	Committee	$500 maximum		127.5
	2) Educ. Benefit	Committee	Tuition, state schools	50	
Minn.	1) Vet Bonus	Committee	$300 maximum		63
Mo.	1) Vet Bonus	Committee	$200 maximum		28.2
	2) Educ. Benefit	Committee	66% reduced tuition, state schools		
Mont.	1) Vets Bonus	Introduced	$300 maximum		6.6
	2) Educ. Benefit	Introduced	Tuition, state schools	5.8	
N. H.	Vet Bonus	Committee	$100 maximum		2.6
N. J.	Educ. Benefit	Passed House	$500 tuition credit	15	
N. M.	Educ. Benefit	Introduced	Tuition, state schools	3.2	
N. Y.	Educ. Benefit	Introduced	Tuition, state schools	84.6	
N. D.	Vet Bonus	Passed	$600 maximum		9
Ohio	Vet Bonus	Conference	$500		225
Pa.	1) Educ. Benefit	Introduced	$50/mo. supplemental to GI Bill	25	
	2) Vet Bonus	Passed	$750 maximum		256
R. I.	Vet Bonus	Introduced	$350 maximum		9.9
S. D.	Vet Bonus	Passed	$500 maximum		7.5
Tenn.	Vet Bonus	Not Yet Signed	$300 maximum		34.2
Tex.	Educ. Benefit	Committee	Tuition, state schools	85.7	
Vt.	Vet Bonus	Passed	$120 maximum		1.7
Wash.	Vet Bonus	Passed	$250		34
W. Va.	Vet Bonus	Conference	$400 maximum		40
Wis.	Educ. Benefit	Committee	Tuition credit, all schools	5.5	

Total bonuses amount $1,049.8
(of which 454.3 passed)

Total annual education benefits $ 448.2

H. The Military

The military itself has done far too little in the area of GI readjustment. Many psychiatrists and psychologists contend that no attempt at real readjustment counseling has been made. Given the nature of the war and the public reaction to it, these experts feel that lack of readjustment -- and lack of any significant elapsed time between field service and homecoming -- are the heart of the veteran problem.

Present veterans outreach efforts, conducted by nearly 30 different national public and private groups and agencies, would have been greatly simplified if the military had conducted a uniform and thorough program of information about, and encouragement to use, the GI Bill.

As it is, some GI's have benefited from demonstration projects, such as Fort Dix's College Discovery. But the vast majority returning from Vietnam have merely been told to be proud of their service and to convert their GI life insurance. They have then been released to confront an often hostile public and to deal with a complex system of sporadic and uneven assistance.

Testimony from Fort Dix officials at the Newark hearing and from the Commanding General of Fort Lewis at the Seattle hearing told of commendable pre-release programs at these installations. However, such efforts are not national in scope, and often depend on local unit commanders as to whether GI's can have proper counseling and remedial education available to them -- especially on a "release time" basis.

Project Transition received roughly $17,000,000 a year in Labor Department funding for several years, and additional Department of Defense support, but each base commander had the option as to how deeply to get involved in Project Transition. However, the veteran coming back directly from Vietnam was in many cases discharged directly, without ever getting the chance to take advantage of a transition program. He was briefed at his point of discharge, which was often in California. This briefing was limited and usually given to a man whose attention was focused on his return to his family and loved ones. If the Army would begin to treat the veteran, from his first day, as someone whose future it was concerned with, the morale problem might be greatly improved, and the ability of the veteran to find post-service opportunities might also be substantially enhanced.

I. Discharges

The present system of awarding less-than-honorable discharges by administrative proceedings can be unfair in its application and can result and has resulted in unwarranted hardships. Testimony at the Cleveland hearing both by the co-author of the Nader Report on the Vietnam Veteran, a former Marine Corps lawyer, and by recipients of such discharges, gave ample indication of the problem. Congressman Louis Stokes also testified about many constituents who have been unduly penalized.

However, it appears that agreement of the type and means of reform will require much more investigation and research. Meanwhile, the results of the present system must be dealt with. The VA, as well as present military boards of review, have authority to deal with such cases, but have a record of delay, complexity and a demonstrated lack of leniency and understanding.

The VA, while it has a limited right to grant educational benefits to certain recipients of less-than-honorable discharges, has a 93% rejection rate of such applications. Given the hardship this imposes on the veterans involved -- most of whom share common economic and social backgrounds -- this seems shortsighted and harsh. Since a less-than-honorable discharge already imposes employment restrictions on the recipient, to deny him a chance for needed education shuts him completely off from society and from any means of readjustment and rehabilitation.

The process for discharge review is complex, costly and to a large extent unrewarding. The American Legion and American Red Cross (as well as other groups) provide valuable assistance for some veterans in this regard. However, the successes are limited, and many veterans are precluded from pursuing the matter if only because of the cost of travel involved.

If the problems of alienation, peer involvement and readjustment are to be met, it seems logical that veterans who are precluded from using the GI Bill must be given assistance and understanding. Otherwise, charges of discrimination, undue hardship and harrassment will continue. The most outspoken and emotional parts of the public hearings concerned this one issue, indicating the need for more sensitivity on the part of the benefits system.

PART II -- RECOMMENDATIONS

A. GI Bill

If today's GI Bill is going to be truly adequate for Vietnam-era veterans, the experience of these hearings is that major changes must be made in the present GI Bill. As the President of the University of Washington put it, "Though the benefits are intended to be equally available, they are not equally accessible to all veterans."

Therefore, today's GI Bill must do two things:

1) It must make a reasonable tuition payment, so that more veterans can further their education without regard to state differences in education costs; and

2) It must provide a subsistence allowance equivalent (in terms of buying power) to that which was available to World War II veterans.

As presently constituted, the GI Bill is not equally available to veterans of differing economic means. This has implications that disturb many Vietnam-era veterans, college administrators and public officials. Further, the structure of the GI Bill limits its use by veterans in many states. Merely raising the present benefits will not attack the major problem -- the GI Bill must be made more usable by more veterans, especially those who most need its education and training benefits. Only in this way will the GI Bill give those who were called to military service the same chance for advancement enjoyed by those who stayed home. If the GI Bill really represents this country's gratitude towards those who sacrificed their best time and efforts in behalf of their country in a difficult war and in a difficult time, then it must be uniformly available to all who want or need it.

Therefore, the educational benefits under the GI Bill must be made part of an assistance package to the veteran -- a package which includes: a reasonable tuition payment which does not limit the veteran in applying to the school of his choice; a subsistence payment equivalent to that given the World War II veteran; loans; a part-time job for those who need it; counseling; and whatever remedial measures are necessary to enable the veteran to get full usage out of the GI Bill.

How can this be done? First, each veteran eligible for educational benefits should be given a voucher which constitutes at least 80% of tuition costs at institutions of higher learning of his choice. Both the VA and the educational institutions should work together on this system, so that the veteran is least impaired by paperwork, financial complexities, computer delays and timetables for payment.

This Committee initially recommended a tuition payment which would represent the average non-resident tuition at public colleges ($1200). However, as was pointed out at the Seattle hearing, college charges are such that such a strict payment formula would not allow veterans to enroll in many nearby private colleges that might exactly suit their needs. Also, it would disadvantage those veterans presently enrolled in low-tuition community colleges. An initial recommendation would have limited them to a subsistence allowance of $150 per month, which is less than they are presently getting.

To be a fair equivalent of the World War II GI Bill, chose to full tuition at private colleges must be paid. College tuitions at private colleges have increased, on the average, five times from what they were in 1948 -- far exceeding the cost of living increase since that time.

Testimony by two college presidents at the Seattle hearing dwelt on the fact that the present GI Bill represents "a tilt towards public colleges," and that this is neither wise nor fair. Dr. Odegaard, President of the University of Washington, pointed out that some 30 states assist private colleges, while others do not, and that if a GI Bill is going to be "equally accessible," it will have to pay tuition and fees at both public and private colleges. The 80% maximum is consistent with the principle that the veteran make a significant contribution to his own education.

Besides the World War II system, a precedent of direct tuition payment is within the present GI Bill. Full tuition for disabled veterans is paid through the GI Bill. Adequate safeguards have been devised to protect the government against abuse when tuition is paid for the disabled veteran. These safeguards could easily be carried over to the regular veteran students.

The second element in restructuring the GI Bill is to contain a direct subsistence payment to the enrolled veteran. This figure should be the present $220-a-month base payment. This amount is the equivalent of the World War II GI Bill subsistence payment, in that the $75 a month paid then was 35.4% of the average monthly earnings reported by the Department of Labor. The latest average monthly earnings figure is $617, and an equivalent 35.4% of that is $220. Married veterans' payments are out of line with the corresponding World War II percentages, however, and payments for married veterans with two or more dependents especially should be brought into line.

Several witnesses at the hearings recommended a straight cost-of-living increase be applied to the World War II $75-a-month subsistence payment -- yielding a base payment of about $150 a month. However, the percentage applied to the average monthly earnings figure more closely approximates the buying power available to veterans of World War II -- especially when consideration is taken of the fact that the earlier bill covered cost of books and that colleges then made available low-cost veteran housing, frequently government surplus.

These two changes -- the 80% tuition voucher and the base $220-a-month subsistence payment -- would wipe out the disparities that exist in the usage of the present GI Bill. They would also enable veterans to consider enrolling in private colleges -- something they are economically precluded from doing now. The following chart reflects this situation in comparison to that of the World War II era:

SAMPLE PRIVATE COLLEGE VETERAN ENROLLMENT

	1947-1948			1971-1972		
	Enrollment	Veterans	Percent Veterans	Enrollment	Veterans	Percent Veterans
Harvard U.	5,600	3,326	59%	6,073	89	1.5%
Holy Cross U.	1,079	939	87%	2,379	13	.5%
New York U.	26,438	14,359	54%	10,932	463	4.2%
Northwestern U.	21,128	9,941	47%	9,372	90	1.0%
Notre Dame U.	4,200	3,587	85%	6,439	108	1.7%
Pepperdine U.	4,431	2,299	52%	4,641	639	13.8%
St. Olaf	1,660	564	34%	2,650	5	.2%
Stanford U.	15,800	7,011	44%	18,000	291	1.6%
Whittier Col.	1,249	507	41%	1,815	66	3.6%
Xavier U.	3,163	1,715	54%	2,918	175	6.0%
Yale U.	5,676	3,365	59%	4,739	37	.8%

SAMPLE PUBLIC COLLEGE VETERAN ENROLLMENT

	1948-1949			1972-1973		
	Enrollment	Veterans	Percent Veterans	Enrollment	Veterans	Percent Veterans
U. of Cal.	43,469	18,948	44%	148,813	9,635	6.5%
Ohio State U.	23,929	12,146	51%	49,943	3,516	7.0%
Penn. State U.	12,410	5,496	44%	52,360	4,364	8.3%
Purdue U.	13,674	7,623	56%	27,492	1,256	4.6%
Rutgers U.	9,088	4,290	47%	38,060	3,729	9.8%
U. of Ill. System	25,920	11,880	46%	57,536	4,427	7.7%
U. of Wis.	22,353	10,808	48%	135,921	12,342	9.1%

A further recommendation is to relax the present eight-year time limit for GI Bill eligibility. It was felt that this unnecessarily puts the veteran under the gun to take courses that will enable him to get through college as quickly as possible -- without proper regard to field of study and relevant courses. If a veteran is going to college half-time, he literally must begin the day he is separated to complete his studies before his benefits run out. This seems an unwarranted restriction. It also prevents veterans from using, today, a program that, when enacted in 1966 at $100 a month, offered benefits $10 less a month than the Korean War GI Bill offered. The 1972 amendments gave veterans in many states, for the first time, a level of GI Bill benefits that was feasible for them to begin to use, even though these benefits remained far below those of World War II in terms of buying power. Indeed, the 1972 amendments passed by the Congress and signed by President Nixon enabled the veteran to come closer to parity with World War II benefits than he had ever been before.

A similar easing of the 36-month entitlement period -- extending it to 48 months -- is also recommended. This gives the veteran needed flexibility in changing courses, upgrading job skills and other aspects of education and training.

It is estimated that there would be a major increase in public dollar expenditures for veterans' education by such changes in the GI Bill. However, the GI Bill is a unique investment in individuals. It is proven; indeed, many think our post-war prosperity rests on the trained manpower that resulted from the $19 billion expenditure on the World War II and Korean War GI Bills. Some savings might be realized in the many federal, state and local programs which are now tapped by veterans because of present low GI Bill benefits. These range from welfare to food stamps, to social security benefits, to unemployment compensation, to education grants and loans, to other programs which have been funded to help veterans take advantage of the GI Bill. If benefits were adequate, veterans would not so often have to seek and use funds from these other social programs.

Secondly, a survey of activity in the 50 state legislatures reveals that more than a billion dollars is currently either pending or available in Vietnam-era veterans' cash bonuses, and nearly $500 million in annual educational benefits costs is pending for veterans. This substantial fiscal activity is only planned because of the inadequacies of the federal GI Bill. Much of it will probably not become law, because of the unpopularity of the war, although earlier veterans received significant benefits in this fashion. The President's FY 1974 Budget Message stated that the federal government has primary responsibility for veterans' benefits and programs. Therefore, veterans should not be subject to the kind of disparities such non-uniform state efforts engender. Educational opportunity should be equally available for equally rendered national service.

More important than any fiscal impact of such GI Bill benefits changes is the effect of producing a fairer and more usable system of educational assistance.

Veterans who testified at the hearings resented the fact that they are compelled to act as charity cases in order to take advantage of the GI Bill. As veteran Walter Copeland said at the Newark hearing, "The legend is the Army builds men ... what kind of man has to walk around begging people to help him?" Another veteran complained that the state of New Jersey houses its veterans affairs agency in the department that deals primarily with prisoners, mental patients, orphans and the handicapped -- thereby confirming how the veteran is categorically viewed by the government. Vets at the Cleveland and Seattle hearings also complained of the complexities and the demeaning task of seeking aid from welfare, unemployment compensation, food stamps and other programs which were not primarily designed for use by veterans attempting to use their GI Bill benefits.

At the Cleveland hearing, Mr. Bernard B. Direnfeld, past National Commander of the Jewish War Veterans, testified, "The GI Bill for Vietnam veterans ... as pertains to education ... is grossly inadequate, and substantially less than the World War II veteran received.... It is my hope that Congress will be realistic in according today's returnees an allowance for living expenses and tuition that is in line with today's prices and requirements."

In a statement submitted to the hearing by student veterans from campus clubs associated with the National Association of Collegiate Veterans, the indictment of today's GI Bill was precise and characteristic of the bulk of veteran testimony:

> "It is a tragic fact that the Vietnam-era GI, unlike his World War II counterpart, is almost totally at the mercy of factors out of his control -- income; geography; higher education's finances -- in utilizing today's very different GI Bill. The individual's motivation, initiative and need regrettably play a minor role. While many veterans are able to use it, others with equal service and equal qualifications cannot.
>
> "The degree of educational opportunity available to today's veteran unfortunately depends on such things as what state he lives in; what city he lives in; the local unemployment rate; the extent of commitment of local and state leaders; the quality and structure of the educational system available to him; his economic and social background; the public attitude towards the war; and whether his area has been selected as the site for a limited number of federal demonstration assistance efforts."

B. Employment

Employment opportunities for veterans are a total necessity. In areas of high unemployment, the federal government should be the funding source, through public employment programs.

Given both the educational and economic background of the veterans who do not use their GI Bill benefits, a part-time job (at the very least) is their main concern, if they are to use the GI Bill. It has been demonstrated by many veterans at the hearings that the lack of such jobs, combined with the complexities of securing benefits and their unfamiliarity with higher education admissions procedures, has produced college enrollment rates among veterans that are way below reasonable expectations.

It is obvious to this Committee that a substantial work ingredient is an essential part of making the GI Bill more available and more usable to more Vietnam-era veterans.

Jobs for GI Bill-enrolled veterans should be a national priority. Even with the GI Bill changes recommended above, enrolled veterans will need and should have the necessary jobs to enable them to meet the high costs of furthering their education. The veterans' needs must be viewed as a package.

Under its present structure, the GI Bill largely precludes the poorer veterans from its benefits. The Bill must be changed so that all veterans have an equal opportunity to further their education by using its benefits. With the disproportionately high unemployment rates among veterans in the key 20-24 year age group, and the general paucity of adequate part-time jobs in most cities, this means that the government will have to take the lead.

At the Newark hearing, Mr. Benito Guzman, a Vietnam veteran who has worked with Spanish-speaking veterans, testified that he knew of several vets who became so frustrated in trying to find work to enable them to go to school that they gave up and reenlisted in the Army. Veteran John Moss, at the Cleveland hearing, told how he was forced to drop out of college because he couldn't earn enough to meet costs, even with the GI Bill and a part-time job. Similarly, veteran Larry Parker, at the Cleveland hearing, said, "Either I can take care of my wife and son, or I can go to school -- not both. Why should I have to make such a choice?"

After World War II, veterans studying under the GI Bill worked, depending on their economic circumstances, in a wide variety of part-time jobs. The jobs were there. Today the jobs are too often not there, and with more veterans in the low income category, the jobs are needed now more than ever.

There are five specific steps that can be taken to assure that GI Bill-enrolled veterans can have jobs available to them:

1. A public employment program should be continued and fully funded. Percentages of these public employment jobs suggested for Vietnam-era veterans should reflect the employment needs of veterans in each locality.

The Emergency Employment Act, in those cities, counties and states where it has been used to give jobs to veterans, has had two extremely valuable applications. First, because these jobs have been on a one-year basis, they have had natural application to veterans enrolled in school and college. This has been especially true where the job has been "split," so that two veterans share it -- freeing each for full-time study.

Second, the EEA jobs have been used to hire veterans to recruit and counsel other veterans to use their GI Bill benefits. This type of peer outreach has been of key importance in dealing with the Vietnam-era veteran who generally feels that the system doesn't relate to him.

This precise point was made strongly by educator Dr. Murray Polner and Army psychiatrist Dr. Gordon Livingstone at the Newark hearing. Also, the VETS projects themselves in 10 cities (as well as similar outreach efforts) have had great success with this approach. Where the VA, employment service and American Legion have participated in the training of these peer recruiters and counselors, results have been even more substantial.

2. Not only EEA jobs, but also federal employment opportunities, should be made available to GI Bill-enrolled vets on a split-job basis.

At the Newark hearing, Co-Chairman Conte mentioned the President's Memorandum to Executive Agencies and Departments, urging the hiring of veterans and the use of this split-jobs-for-veterans approach. In subsequent follow-up with the Civil Service Commission and other government agencies, requested by veterans at the Newark hearing, it appeared that the split-job initiative had not produced substantial results.

Available federal jobs must be set aside and designated as available on a split-job basis for veterans enrolled under the GI Bill, in order to ensure results.

3. The college work-study program and the VA work-study provision of the GI Bill Amendments of 1972 should be adequately funded and expanded to meet the employment needs of GI Bill-enrolled veterans. In addition, the new Work-Study for Community Service Learning Program, contained in the Higher Education Act

of 1972, should be funded. These programs should be fully coordinated with the GI Bill so that the question of whether a veteran can afford to use his educational benefits becomes moot. A job for those who need it should be part of his GI Bill benefits package. Federal work-study funds should be made available in sufficient quantities to areas with high unemployment rates for the key veteran age group, perhaps through a separate GI Bill program.

The college work-study program, many veterans testified, is largely unavailable to them, since qualification for it is based on income, and colleges consider GI Bill benefits as income. One veteran complained that if the GI Bill benefits weren't considered as income for tax purposes, why should they be considered as income in the awarding of work-study jobs? He concluded that such a determination was just a bureaucratic way of limiting funds for the purpose. Veterans Cost of Instruction funds provide a significant source of jobs for student veterans, and it is urged that colleges use all these funds, rather than just the 50% required by statute, to aid veterans.

4. All efforts should be made to provide for the transferability of military training and skills to civilian use for full credit and qualification. There is no reason, for instance, why military driving licenses, and especially heavy equipment operators' permits, should not be acceptable and certifiable by the states. The Department of Labor should work with labor unions to see that military skills with civilian utility receive full recognition.

5. The President's Jobs for Veterans program, an interagency task force, has done a commendable job with a small staff and limited funds. Its advertising campaigns have brought an awareness to the public and to employers, and have probably contributed to the success that the National Alliance of Businessmen has had in placing several hundred thousand veterans in job opportunities. JFV should be allowed to continue its efforts among employers and communities as to the need to hire the vet. Job fairs should be expanded to include counseling and information on benefits and educational opportunities, so that the GI Bill-enrolled vet can have easy access to available jobs.

C. Discharges

As long as the present system of awarding less-than-honorable discharges through administrative (non-court martial) proceedings affects veterans, review, upgrading and benefits awards methods should be reformed. Discharge review should be available in each of the 10 federal regions, and should be by boards made up of not just military and VA personnel, but also Vietnam veterans' representatives, local leaders and service organizations. In addition, the VA must be more lenient in administratively granting educational benefits to recipients of less-than-fully-honorable discharges.

The practice of coding DD-214 separation papers so that employers know whether a veteran is reenlistable (due to drug use or other reasons) should be stopped. Such a red flag, representing a judgment that may be arbitrary or questionable (or related to a situation since corrected), is merely a further stigma to a veteran seeking employment. The reenlistment code was not intended for use by employers as a means of judging an applicant's qualifications, but that is what is happening.

Congressman Louis Stokes and Raymond Bonner, a former Marine captain and a lawyer with considerable experience with veterans who have less-than-honorable discharges, both testified in Cleveland as to the ills of the present system. They added considerable weight to the testimony of several veterans who have suffered under the stigma of such discharges.

Veterans' testimony in Cleveland confirmed that even with the notable help of the American Legion and the American Red Cross, upgrading of discharges is virtually impossible -- the more so because review takes place only in Washington, D. C., before a board representing only the military.

The cries of anguish from veterans with less-than-honorable discharges who try to get a job or education were shrill. One veteran at the Cleveland hearing said the system was driving these veterans to violence and crime. "He doesn't want to do this," he said. "It's what you are forcing him to do."

The appropriate Congressional committees would make a large contribution by undertaking an intensive review of the processes used for granting less-than-fully-honorable discharges during the Vietnam War. Recommendations for the reform of those discharges deserving of it and for a system to aid veterans who might otherwise fall into a vicious circle of problems would also be evaluated.

D. Communication

To ensure that no veteran neglects his benefits and rights merely because of poor communication, the federal government should fully fund an effort to reach and convince veterans to use the GI Bill -- using the best marketing, advertising and communications techniques, like those employed in the campaign to recruit volunteers for the Armed Services. These tools of communication should be available not only for VA and employment service use, but for the coordinated use of all the nearly 30 private groups and agencies involved with veteran outreach and counseling across the country.

Where necessary, explanatory materials should be printed in Spanish or otherwise adapted, so that benefits are clear and easily utilized.

Mr. George Sapin, a vice president of the advertising firm of Meldrum & Fewsmith, testified at the Cleveland hearing (as a professional communicator) that the government's effort to reach and inform returning GI's of their rights and benefits had the appearance of "non-communication." He suggested that if the same kind of expertise went into an effort for veterans as presently goes into the drive to recruit volunteers for the Armed Forces, many more veterans would at least try to use the GI Bill.

The complexities and bureaucrat-ese embedded in the whole system of veterans assistance (from the VA to employment service to other government efforts) were cited repeatedly by veterans at the hearings. Veteran Larry Parker, at the Cleveland hearing, as well as veteran Bob Penn, who sat as a panelist, cited the callous, bureaucratic treatment veterans receive. They suggested that the speedy, personalized, no-expense-spared treatment accorded men entering the service is typical of how the government feels about them -- "Get us in, do the job and then forget us."

Mr. Raul Vega, testifying at the Cleveland hearing, said the problem of non-communication is much more severe for Spanish-speaking veterans. The Senate Veterans Affairs Committee Report reported testimony that only one Puerto Rican veteran was working as a VA counselor in New York City.

It is apparent that much of the effort to inform veterans of benefits and procedures is through direct mail -- a project largely ignored and discounted by today's veteran. One veteran at the Newark hearing told of receiving 45 separate pieces of such mail -- benefits information, form welcome home letters from organizations, sales pitches and the like.

Shortly after the Cleveland hearing, the United Press carried a story on the reaction of Ohio veterans to direct mail:

> "Discharged Veterans
> Leave Checks Uncashed
>
> "COLUMBUS, Ohio, April 11 (UPI) -- An Air National Guardsman mailed $1 checks to 50 recently discharged servicemen last month. So far only one check has been cashed.
>
> "M. Sgt. Charles Dowdy said he sent the checks out of personal curiosity to find out if men fresh out of the service read their mail. The envelopes also contained recruiting information and personal letters. Dowdy said yesterday one check has been cashed, two were sent back because of changed addresses and one was returned with a "No thanks."
>
> "He believes the other 46 were thrown away as junk mail."

The complex legal jargon used in pamphlets and brochures is further proof to many veterans that the system cannot and will not relate to them. Changing that jargon and widely distributing information through television and radio would be a distinct signal to the veteran.

E. In-Service Programs

The military should make a special effort for those 350,000 to 400,000 men who will continue to be released annually. Readjustment programs and pre-release remedial education efforts should be expanded and made uniformly available. Unit commanders should be required to allow participating GI's to utilize such programs during duty hours. Every effort should be made to provide for and encourage GI Bill enrollment before separation.

Testimony was given at the Newark hearing by officials and GI's involved in Fort Dix's College Discovery program. This project, a PREP program funded through the 1970 GI Bill Amendments, is an excellent and effective attempt to offer and deliver college preparatory instruction to GI's.

The main ingredient in such programs is release time from military duties to attend remedial courses. Several veterans testified that their unit commanders would not grant this, while others received it. This is a local commander option. It illustrates the necessity that in-service education be stressed by the Department of Defense, so that local commanders will encourage their men to use the opportunities.

It makes good sense to have released GI's be "satisfied products," especially if the Armed Services are going to depend exclusively on enlistments. Efforts to help the educationally disadvantaged should be made while the GI is still in the service. Similarly, programs to help him readjust and use his benefits should be directed at the pre-released GI, and coordinated with local institutions of higher education. The varied program in effect at Fort Lewis, described by Major General Fulton at the Seattle hearing, could serve as a model for many bases.

F. Veterans Administration

A review commission, similar to that appointed after World War II, should be established to study and recommend reform of veterans benefits and benefits procedures. Congressman Peter Rodino, Chairman of the House Judiciary Committee, stated at the Newark hearing:

> "It is time to call for a new national Commission on Veterans Affairs to conduct a careful examination of the kind of treatment our veterans can reasonably expect from this society and how we are delivering on that expectation. My colleague, Congressman Joseph Minish, and I recommend that such a commission be established by the Congress, with carefully balanced representation from major segments of the society, and not simply the education community and business who were the only groups represented in President Eisenhower's Commission. We recommend that such a Commission have substantial representation from traditional veterans service organizations, representatives of all major groups of veterans, including Vietnam-era veterans, as well as the education, business and the religious communities. The Commission would consider all aspects of benefits, reemployment rights, pensions and compensations. It would examine the $12 billion budget of the Veterans Administration, as well as the substantial funds expended by other Federal and state agencies for services and evaluate the quality of support and service that those Federal dollars bring to today's veterans."

Many other witnesses -- veterans, academic leaders and others -- endorsed this proposal and urged that it be enacted immediately, so that any results could be of timely help to today's veterans.

G. Support Programs

In addition to the work-study programs previously mentioned, there are a number of other programs which, if fully funded, could measurably improve educational opportunities for Vietnam-era veterans. Chief among these is the Veterans Cost of Instruction Provision of the Higher Education Act of 1972.

This provision authorizes a $300 payment per enrolled veteran to educational institutions showing a 10% increase in veterans for the purpose of conducting outreach and remedial education. After a prolonged Congressional struggle, and legal action brought by the National Association of Collegiate Veterans, $25 million in appropriated funds was finally obligated. However, due to the low funding level, a payment of only $55 per veteran was actually made. If this program is really going to give incentives to higher education institutions to seek out the veteran and help him further his education, the full authorized funding will be needed.

The rationale behind the Veterans Cost of Instruction program, as originally enacted, was to provide colleges and junior colleges with federal funds to undertake efforts on behalf of the Vietnam-era veteran. Unlike under the World War II GI Bill, whereby money passed through the hands of the colleges, no more than a $4.00 payment is made directly to the colleges through the GI Bill. With the funds, which, in the case of public colleges, covered the equivalent of out-of-state tuition rates for in-state veterans, colleges and junior colleges were able to develop administrative structures to deal with the problems of the World War II veteran. Although there was a change-over to a direct tuition payment to the veteran under the Korean War GI Bill, those administrative structures remained in place throughout the Korean era -- but went out of existence in the period subsequent thereto. The Veterans Cost of Instruction funds would give colleges which increase their enrollment of veterans the direct funding needed to undertake veterans outreach and counseling programs and offer special courses.

The point was made at the Seattle hearing that schools with large enrollments of veterans may be unable to meet the 10% increase requirement, because of past activities which have been successful, and because of the dropoff in the numbers of veterans. The Committee would suggest that a longer base period be considered in determining eligibility under the increase requirement, and that the dropoff in the numbers of veterans be recognized.

As noted in the findings, the Committee recognizes the value of the Upward Bound for Veterans projects now operating at 67 colleges. This most worthwhile program, which is being continued, should be expanded, for while many veterans benefit from its counseling and remedial education, many more do not -- just because a college in their area may not have received such funds. Between this program and the Veterans Cost of Instruction Provision, such efforts should reach all veterans.

As one young veteran, who is in college because of such a program, testified at Seattle, "Every veteran should have the same opportunity."

Another key support program can be Veterans Administration funding of non-federal agencies to aid veterans through contracts. The Senate Veterans Affairs Committee Report of July 1972 recognized the need for such outreach activities, but there has been no significant support of such agencies by the Veterans Administration. There are nearly 30 national groups and agencies (both public and private) conducting veterans outreach, counseling and assistance programs. Given the fact that the workload of the VA is increasing concurrent with administrative funds and personnel cuts, such outside activity is essential.

In Seattle, for instance, the regional office of the VA reported a 10% increase in benefits workload and an 8% reduction in personnel. Agencies such as SeaVac perform a function that would be impossible for the VA itself within existing funding. Such groups now funded by OEO, the Department of Labor, HEW and many private foundations should be supported and coordinated by the VA. Third-party contracts are the best way to do this.

All these support-type programs are part of the total package that must be available and fully funded at the federal level if today's veterans are to really receive the intended benefits of the GI Bill.

CONCLUSION

This public hearing process, which produced this report, brought forward much new information on the problems of the Vietnam veteran. Obviously, much has been done on his behalf, and those efforts should not be underestimated. But there remains much more to do. The personal testimony taken at the hearings clearly pointed up the gap between present education and job opportunities and those available to veterans of World War II. This gap merely serves to reinforce the belief of today's veteran that he fought an unpopular war and must deal with public apathy about his future.

The trend to merely increase the GI Bill benefits in stages has not dealt with the basic problem that many veterans simply cannot afford to use the GI Bill.

The federal government and the Congress must show decisive leadership in rectifying the situation and in supporting and encouraging state and local efforts to make benefits and opportunities equally available to all veterans. The fact that the United States' involvement in the Vietnam conflict has ended should not make this effort any less necessary or pressing.

Public Hearing on the Problems of
Vietnam-Era Veterans
Newark, New Jersey
October 25, 1972

Panel:

Mayor Kenneth A. Gibson
U. S. Representative Silvio O. Conte (R.-Mass.)
U. S. Representative Henry Helstoski (D.-N.J.)
Msgr. Thomas Fahy, President, Seton Hall University
Mr. Mark Hanson, National Council of Churches
Mr. Joel Jacobson, United Auto Workers, Region 9
Mr. Austin Kerby, National Headquarters, American Legion
Mr. Robert Penn, Vietnam veteran; Commissioner of Parks, Buffalo, New York
Mr. Robert Kleinert, President, N. J. Bell Telephone Co.
Dr. Nathan Weiss, President, Newark State College
Mr. Angel Rodriguez, Newark VETS Project Director

Witnesses (in order of appearance):

** U. S. Senator Clifford P. Case (R.-N.J.)
** U. S. Representative Joseph G. Minnish (D.-N.J.)
** Rev. Philip E. Kunz, N. J. Council of Churches
Dr. Murray Polner, author of "No Victory Parades"
* Mr. Walter Myer, Vietnam-era veteran
Mr Benito Guzman, Vietnam-era veteran
Mr. Walter Copeland, Vietnam-era veteran
Mr. Jack McMahon, Vietnam-era veteran
* N. J. Assemblyman William H. Hamilton, Jr., Middlesex County
Dr. James Smith, clinical psychologist, N.Y.C.
Dr. Gordon Livingston, psychiatrist, Columbia, Md.
Mr. Otilio Mighty, N.Y.C. Urban League
* U. S. Representative Peter Rodino (D.-N.J.)
Mr. Alan Leder, Vietnam-era veteran
Mr. Emilio Mola, Vietnam-era veteran
Mr. James Pizzaro, Vietnam-era veteran
Mr. Neil Clarke, Vietnam-era veteran
Mr. Thomas Giddings, Project College Discovery, Ft. Dix
Ms. Barbara Barnes, Project College Discovery, Ft. Dix
Sp3 Dan Keyes, Ft. Dix, N. J.
PFC Jose Nieves, Ft. Dix, N. J.
Sp3 Thomas Tharpe, Ft. Dix, N. J.
Mr. George G. King, Montclair State College
Mr. Cody Barrett, N. J. State Employment Service
Mr. Ralph Geller, N. J. State Employment Service
Mr. Frank Donovan, Vietnam-era veteran
Mr. Ken O'Brien, Vietnam-era veteran
Mr. Kenneth C. McCarthy, disabled veteran
Mr. John Hagan, Director, VA Regional Office, Newark
Mr. Hakim Abdullah, American Servicemens Union
Mr. Raul Morales, American Servicemens Union
* Mr. William Vincenti, Rutgers Newark
Mr. John Rowan, Vietnam Veterans Against the War
Mr, Skip Delano, Vietnam Veterans Against the War
Mr. Robert Sniffen, National Association of Collegiate Veterans
Mr. Fabio Frank, Vietnam Veterans Against the War

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* -- also submitted written statement
** -- submitted written statement only

Public Hearing on the Problems of
Vietnam-Era Veterans
Cleveland, Ohio
March 9, 1973

Panel:

Mayor Ralph J. Perk
U. S. Representative Silvio O. Conte (R.-Mass.)
Mr. Austin Kerby, National Headquarters, American Legion
Mr. Robert Penn, Vietnam veteran; Commissioner of Parks, Buffalo, New York
Mr. Lester W. Dettman, Regional Vice President, General Electric
Mr. John Rosel, Cleveland Federation of Labor
Mr. James Gillam, Cleveland VETS Project Director

Witnesses:

** U. S. Senator Robert A. Taft (R.-Ohio)
** U. S. Senator William Saxbe (R.-Ohio)
** U. S. Representative Charles Vanik (D.-Ohio)
Professor Neil Armstrong, former astronaut
* U. S. Representative William Minshall (R.-Ohio)
U. S. Representative William Keating (R.-Ohio)
* U. S. Representative Louis Stokes (D.-Ohio)
Mr. Greg Penn, Vietnam veteran
Mr. James Vocaire, Vietnam veteran
Mr. Robert Swift, Vietnam veteran
Mr. William Cade, World War II veteran
U. S. Representative James Stanton (D.-Ohio)
Mr. Larry Holmes, American Servicemens Union
Mr. Welton Chappell, Vietnam veteran
Mr. Thrice Polk, Vietnam veteran
Mr. Donald Clayton, Vietnam veteran
Mr. John Moss, Vietnam veteran
Mr. Paul Schumacher, Vietnam veteran
Mr. Ron Johnson, Vietnam veteran
Mr. Bill Schumacher, Vietnam veteran
Mr. Billy Jones, Vietnam veteran
Ms. Nicolette McClure, veteran
Ms. Hunter, mother of Vietnam veteran
* Capt. Ray Bonner, Vietnam veteran
State Senator Anthony Calabrese
Mr. Chester Koch, Ohio VFW
Mr. Roger Munson, Ohio American Legion
* Mr. Bernard Direnfeld, former National Commander, Jewish War Veterans
Mr. Freddie Williams, Greater Cleveland Veterans Council
Mr. Harry Lee, AmVets
* Mr. George Traicoff, Dean of Community Services, Cuyahoga Community College

Mr. Samuel Carrington, Director, Project Search
Mr. Paul Taylor, veterans counselor
Mr. Larry Parker, Vietnam veteran
Mr. Raul Vega, veteran
Mr. George Sapin, Vice President, Meldrum & Fewsmith
Mr. Arthur Haffner, Vietnam veteran
Mr. Jim Carlton, Vietnam veteran
Mr. Michael Carmody, Vietnam veteran
Mr. Raynard Hammond, Vietnam veteran
* Mr. John Belliveau, President, Ohio Private Employment Services Association
Mr. Ray Barnett, Manager, Manpower, Inc.
Mr. Robert Jones, Ohio Bureau of Employment Security
Mr. Jack Faught, Production Manager, Standard Pressed Steel Corporation
Mr. Robert Johnson, Vietnam veteran
Mr. Clint Nelson, Vietnam veteran
* Dr. John Corfias, President, Dyke College
Mr. Kenneth Sislak, Vietnam veteran
Mr. Ronald Chandler, Vietnam veteran
Mr. John J. Pokorny, American Red Cross
** Mr. Julius P. Scipione, President, Cleve-Tech Machine & Tool Company
** Mr. John Rosel, Cleveland Federation of Labor
** Mrs. Dorothea Brown, Director, Extended Learning Program
** Mr. John Grady, Vietnam-era veteran and faculty member, Pennsylvania State University

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* -- also submitted written statement
** -- submitted written statement only

Public Hearing on the Problems of
Vietnam-Era Veterans
Seattle, Washington
May 18, 1973

Panel:

Mayor Wes Uhlman
U. S. Representative Silvio O. Conte (R.-Mass.)
Mr. Austin Kerby, National Headquarters, American Legion
Mr. Robert Penn, Vietnam veteran; Commissioner of Parks, Buffalo, New York
Rev. William B. Cate, President, Church Council of Greater Seattle
State Senator Booth Gardner
Mr. Robert Hill, Project Director, VETS
Mr. Stuart Feldman, Program Coordinator, VETS
Ms. Jeanette Williams, Seattle City Council

Witnesses (in order of appearance):

* U. S. Senator Warren G. Magnuson
* U. S. Senator Henry M. Jackson
* U. S. Representative Brock Adams
Dr. Charles Odegaard, President, University of Washington
Dr. Nolen Ellison, President, Seattle Central Community College
Mr. Joe Garcia, Director, Sea-Vac
Mr. William Phillips, Director, VA regional office
Mr. John Rabel, State Representative
Mr. Les Blevins, Vietnam-era veteran
Mr. Santiago Juarez, Vietnam-era veteran
Mr. Edgar Bentley, Vietnam-era veteran
Mr. Phillip Meyerson, Vietnam-era veteran
Mr. Ralph Munro, Special Assistant to the Governor
Mr. Ernest LaPalm, Assistant Commissioner, Employment Service
Mr. Peter Jamero, Assistant Secretary, Department of Social and Health Services
Mr. Gregory Barlow, Director, Special Projects, Community College Education
Mr. J. B. McKremmin, State Office of Economic Opportunity
Maj. Gen. Howard McGee, Adjutant General, Washington National Guard
Maj. Gen. William Fulton, C. G. 9th Division & Ft. Lewis
Ms. Mary Garvey, Vietnam-era veteran
Mr. James Sanders, Vietnam-era veteran
Mr. Richard Moore, Vietnam-era veteran
Mr. Dale Bott, Vietnam-era veteran
Mr. Tom Davis, Vietnam Veterans Against the War
Mr. Wellington Rupp, United Veterans Organizations
Mr. Dwight Long, Chairman, Executive Committee, Washington State Veterans Coalition
Mr. Tom Levento, Vietnam-era veteran
Mr. Jon Lantz, Vietnam-era veteran
Mr. Michael Rooney, Vietnam-era veteran
Mr. Paul Richards, Vietnam-era veteran

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* -- Submitted statements

NATIONAL LEAGUE OF CITIES

UNITED STATES CONFERENCE OF MAYORS

GEOGRAPHY CONTROLS GI BILL OPPORTUNITIES

November 11, 1974

A Staff Report
By: Stuart F. Feldman
Program Coordinator
Veterans Education and
Training Service (VETS)

1620 Eye Street, N.W., Washington D.C. 20006 / 202-293-7300

GEOGRAPHY CONTROLS VIETNAM-ERA GI BILL USE -- Summary

Vietnam veterans are a major concern of the nation's Mayors. Some 7,000,000 men served the nation during the Vietnam era, and they have returned to cities in large numbers seeking employment and education. This paper makes a number of significant findings, which can be summarized as follows:

1. Geography controls GI Bill use. Under the formula of today's GI Bill, all veterans get the same flat monthly sum -- $220 -- to pay for education and living costs. The World War II GI Bill provided a subsistence payment of $75 per month and a separate payment for tuition, books and supplies of up to $500 per year, direct to the education institution. Because differences in state tuition charges go unrecognized, veterans in Eastern and Midwestern high-tuition states have a harder time taking education and training than veterans in lower-cost Western and Southern states. Veterans were taken under uniform national draft criteria; yet whether or not they can use their GI Bill depends upon the structure of their state's secondary education system.

A veteran can attend San Francisco State and spend only 19.2% of his GI Bill for education. He's left with $1,600 for subsistence, or $178 per month. A veteran from the same company may have returned to Buffalo, New York, where he will have to spend $1,116 for education costs, or 56.4% of his GI Bill, leaving him with $96 per month for subsistence. Largely, as a result, 41.4% of California's veterans have used the GI Bill to attend college or junior college, and only 22.3% of New York's vets have done so.

KEY GI BILL STATISTICS IN LARGE STATES (FY 68-74)

States Ranked by Vet. Pop.	GI Bill Pmts. FY 1968-74	Public College Tuition	2 & 4 Yr. Col. GI Bill Use Rate	Per Capita Pmts. 68-74	Viet Vet Population
California	$1,726,090,000	$165	41.4%	$2,106	820,000
New York	$ 634,000,000	$750-900*	23.2%	$1,236	513,000
Pennsylvania	$ 483,600,000	$960-1050	17.5%	$1,253	386,000
Texas	$ 656,740,000	$284-322	29.1%	$1,703	386,000
Ohio	$ 432,000,000	$780-840	18.6%	$1,199	361,000
Michigan	$ 403,300,000	$720-904	25.2%	$1,412	286,000
Indiana	$ 195,000,000	$722-750	15.2%	$1,082	181,000

* -- Figures for SUNY. CUNY is free except fee of $70.

A GI Bill based on average tuition costs is like Congress giving a vet an airline ticket from Vietnam when he lands in California with the ticket payment based on average cost of airline tickets in the U.S. Only half the vets would make it home.

2. GI Bill benefits for all veterans are inadequate, compared with what World War II veterans received. Current benefits levels are interpreted by the Veterans Administration to show that veterans today have more adjusted dollars than did World War II veterans. However, this computation is based on Consumer Price Index data, which treat the 1948 dollar as being worth $2.11 in October 1974 dollars. But in actuality, figures like the minimum wage and average monthly earnings have increased three to five times their 1948 levels.

3. Federal or state corrective action is needed to give all veterans equal educational buying power and to give them the needed income base. Safeguards against abuses must be built into any action.

HOW GOOD IS TODAY'S GI BILL?

GI Bill Equality for all WW II Vets: Every WW II veteran could go to his state college or university and have $75 for subsistence free and clear of tuition, books, and supply costs (unless he earned more per month than the average US worker).

Tution Charges Control Subsistence for Vietnam Vets: Only some Vietnam veterans who live in low tuition states have sums for subsistence that equal those which WW II vets received. Annual tuition charges for a four-year public college range from $165 in California, to $266 to $378 per year in Texas, to up to $1,050 in Pennyslvania and $1,088 at the University of Vermont.

Equal Educational Opportunity and Equal Military Service: The VA justifies today's combined subsistence and tuition payment system by saying that on the average the Vietnam veteran has more constant dollars for his subsistence than did the WW II veteran. The VA says that to give some veterans more dollars than other veterans receive, results in providing some veterans more benefits, rather than equal benefits for equal military service.

But we are not talking about giving people dollars, we are talking about educational opportunities. Therefore, if some states charge so much more tuition than others and the difference amounts to $900 per year, then some veterans may be unable to use their benefits. Today's system is in fact unequal. Because of a factor over which the veteran lacks control, the tuition structure of his state, some will in practical effect have no GI Bill benefits. Because of this varying cost and the fact that some states relied, after WW II, mostly on private colleges, separate subsistence and tuition payments were used. Today's system would have meant that WW II veterans in many states would never get to college.

The Fallacy of the Average: Advocates of the system of giving veterans equal dollars despite varying state charges for tuition would certainly not have advocated that such a system be applied to giving soldiers airline fares home when they returned from Vietnam to California. If an average had been used to pay for vets airline tickets, then the funds given the veteran would have been based on the cost of all airline tickets sold in the United States. Those veterans living in California would have far more dollars to get home than they needed while those veterans living in New York would have had enough money to reach Chicago but no further. By using an average GI Bill payment, we are penalizing veterans for living in New York, Ohio, Pennsylvania, Indiana, Michigan and the New England states just as we would if we used that average to pay for their airline tickets.

Across-the-Board Increases are Wasteful: Across the board, GI Bill increases do not solve this problem and are wasteful of the taxpayer's money. If, in order to get the New York veteran home from California, we gave all veterans 15 or 20% more dollars, the New York veteran would still not get home but the California veteran would have additional dollars to get there.

Some Are More Than Average: The VA argues that on the average veterans have more money than WW II veterans. But by definition, half the people will be less than average and thereby worse off. The point is that all World War II veterans, rather than just those whose states charge average tuition or less had an adequate amount of subsistence funds to attend four year colleges.

Average Tuition Charges Conceal Differences: In reaching its statistics for average public college costs, the VA lumps together the costs at two and four year colleges. Junior colleges, for the most part, charge significantly less than do four year colleges, bringing down the average. But even more important, public colleges and universities in the large states containing the majority of veterans are lumped together without the charges being weighted to reflect the number of veterans those states contain.

The Constant Dollar is a Bad Measure: The tape measure the VA uses to convert 1948 dollars into 1974 dollars, the consumer price index suggests that a 1948 dollar is worth $2.06 in 1974 dollars. This drastically understates the changes in the value of the dollar, as is shown in other items. If the consumer price index measure was used to set the minimum wage as the VA would have Congress do for the GI Bill, then the 40¢ 1948 minimum wage would be set at 82¢ per hour rather than the $2.20 per hour Congress designated in 1974 and the $1.60 fgiure reached in 1967.

Average Monthly Earnings Related to the GI Bill: In like fashion average monthly earnings in 1948 as set by the Bureau of Labor Statistics were $212 per monthly. In February that figure reached $637 per month, three times wha it was in 1948. For today's veterans to have the same relative amount for subsistence that the WW II vets $75 per month equaled, after payment of tuition, books and fees, $212 per month, a figure unavailable to veterans in large states with high cost public universities, even after an increase to $270.

The Minimum Wage Test: Another measure is the monthly earnings a person would receive if paid at the minimum wage. Again, the WW II veteran's subsistence based on a fourty hour week exceeded the minimum wage of 40¢ an hour or $64 per month. The married veteran with a child received almost twice as much as the minimum wage through the GI Bill. Today's veteran receives significantly less than the minimum wage, be he single or married.

Personal Income: Personal income was the measure selected by Sar Levitan who said in his 1973 book, Old Wars Remain Unfinished, that "comparing payments to the three sets of veterans should also thake into consideration the overall increase in productivity and standard of living and not only cost of living". Comparing the 191% increase in per capita disposable income compared to that available to WW II veterans he found that net subsistence benefits should have tripled.

Conclusion: All of these different indicators suggest that rather than the 70% of the veterans being better offf than WW II veterans as is claimed, and that these veterans would have to give up dollars were we to return to the WW II system; that if any other measure than the Consumer Price Index were used, the veteran would receive substantial additional subsistence sums, even to those contemplated in a $270 per month GI Bill.

GEOGRAPHY CONTROLS GI BILL OPPORTUNITIES

Eastern and Midwestern Vietnam Veterans
Face Continued Loss of Hundreds of Millions of Dollars
in GI Bill Scholarship Opportunities

Analyzing FY 74 GI Bill data seems to confirm that a Vietnam veteran's chances of using the GI Bill turn on what state he is from. Geography controls, because the formula of today's GI Bill, unlike that of World War II's Bill, ignores state differences in educational costs. This legislative formula inadvertently minimizes veterans' use of their deferred compensation for military service in Eastern and Midwestern states.

While the draft ignored state lines, for many veterans the GI Bill stops at theirs. Every unmarried World War II vet had the same federal GI Bill benefits for subsistence -- $75 per month. This was because a separate payment was made directly to the veteran's educational institution to cover his costs of tuition, books and supplies, with a maximum of $500. Under today's GI Bill, each vet must meet all costs, including education costs and living costs, out of a single payment of $220 per month. This figure is an increase from the $100 per month figure set when the GI Bill was reenacted in 1966 -- a figure lower than the $110 per month paid to a Korean War veteran in 1955.

Pending legislation, which has passed Congress and awaits President Ford's signature, would raise these benefits to $270 per month for a single veteran.

State tuition variances, as well as particular states' reliance on public versus private educational systems, which made no difference to the World War II vet, make all the difference to today's vet. For example, a veteran attending the State University College of New York at Buffalo would have to pay $900 for tuition. A veteran attending San Francisco State University would only have to pay $165. When coupled with expenditures for average book and supply costs, this means that the California vet, who may have served in the same company with the New York vet, has to spend only 19% of his yearly GI Bill benefits for education costs -- while the Buffalo vet spends 56% of his benefits. The California vet has $82 more per month to apply to his living expenses (see pie chart).

The desire for education, according to studies, is uniformly high across the nation. A 1974 study done by Daniel Yankelovich

(*Changing Youth Values in the 70's*), and a study by the Trans-Century Corporation for the OMB, show that the desire for education is uniformly high among veterans. Ben Wattenberg, in his book, *The Real America*, cites a study which asked adult Americans what they would do differently if they had their lives to live over again. 43% of the adults interviewed said they would get more education -- far and away the largest category.

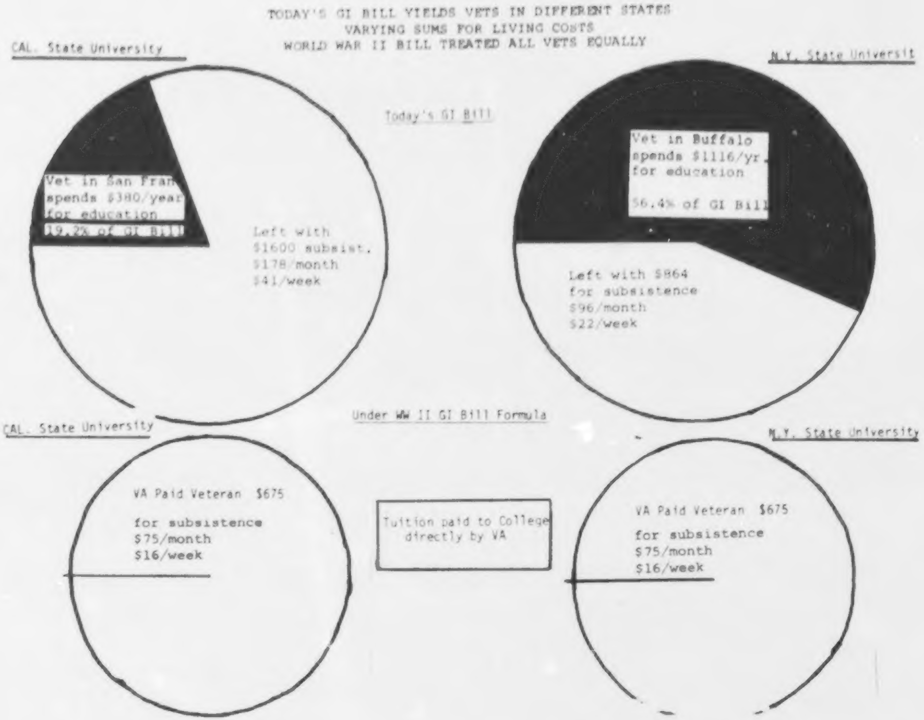
The World War II GI Bill covered effectively tuition, wherever the vet's desire and ability took him. All public colleges', and 89% of private colleges', tuition was covered. Harvard charged only $600 a year in 1949. Unused portions of the 48 months' entitlement could be used to cover costs in excess of the $500 per year tuition allowed. Private colleges today charge an average of $2,000 per year, and are thus completely out of reach for Vietnam vets lacking family resources. Public college costs range from California's free junior colleges and $165-per-year State University to between $750 and $1,050 in accessible public colleges in many states of the East and Midwest.

Geographic Differences Discussed

The result of the change in GI Bill formula from the World War II system of two payments to the Korean and Vietnam system of one payment did not become apparent or important until the Vietnam War figures were examined on a state-by-state basis, and geographic use patterns perceived.

Until the last 10 years, public college costs were, on the average, very low; while private college costs had begun their rise, which outpaced the general inflation. Pennsylvania and Texas, with exactly the same number of Viet vets -- 386,000 -- and Ohio, with 361,000, presumably would use roughly the same number of GI Bill dollars. Yet there has been enormous variation. The veterans in these three states, in FY 74 alone, used $181,000,000; $117,000,000; and $113,000,000, respectively. College and junior college GI Bill participation rates through April 1974 were 29.1% in Texas, 17.5% in Pennsylvania and 18.6% in Ohio, compared with a 41.4% rate in California -- the highest in the nation.

The discrepancies in GI Bill use prompted Saul Friedman, of the Knight Newspapers, to write that "If you're a veteran in Pennsylvania, Michigan or Ohio and you want an education, you'd better move to Texas or California." He continued, "The populous Eastern and Midwestern states are getting the short end of the GI Bill."



TODAY'S GI BILL YIELDS VETS IN DIFFERENT STATES
VARYING SUMS FOR LIVING COSTS
WORLD WAR II BILL TREATED ALL VETS EQUALLY

The figures illustrating GI Bill use in the seven states with 43% of the Viet vet population follow:

LARGE STATES' GI BILL PAYMENTS AND VETERAN POPULATIONS COMPARED TO CALIFORNIA (FY 74)

	GI Bill Pmts. FY 1974	State GI Bill Pmts. as % of Calif. GI Bill Pmt.		State Vet.Pop. as % of Calif. Vet. Pop.	State Viet Vet Pop.
California	$456,620,000				820,000
New York	$162,280,000	35.5%	-	62.6%	513,000
Pennsylvania	$117,680,000	25.8%	-	47.1%	386,000
Texas	$181,360,000	39.7%	-	47.1%	386,000
Ohio	$112,980,000	24.7%	-	44.0%	361,000
Illinois	$132,350,000	29.0%	-	42.2%	346,000
Michigan	$108,750,000	23.8%	-	34.9%	286,000

On a cumulative basis, the results are magnified. New York's 513,000 vets have used $1,100,000,000 less in benefits than the 820,000 vets in California have used -- $634,280,000 to $1,726,620,000. These figures dwarf HEW's scholarship spending for all students, yet they have gone unnoticed by the education community generally, probably because the money goes directly to the veteran. Following are the seven-state figures for the cumulative period 1968-74:

LARGE STATES' GI BILL PAYMENTS AND VETERAN POPULATIONS COMPARED TO CALIFORNIA (FY 68-74)

	GI Bill Pmts. FY 68-74	State Pmts. as % of Calif. Pmt.		State Vet.Pop. as % of Calif. Vet. Pop.	Add'l State GI Bill Pmts. if Used at Calif. Rate
California	$1,726,620,000				
New York	$ 634,280,000	36.7%	-	62.6%	$446,580,000
Pennsylvania	$ 483,680,000	28.0%	-	47.1%	$329,560,000
Texas	$ 657,360,000	38.1%	-	47.1%	$155,880,000
Ohio	$ 432,980,000	25.1%	-	44.0%	$326,730,000
Illinois	$ 527,350,000	30.5%	-	42.2%	$201,280,000
Michigan	$ 403,750,000	23.4%	-	34.9%	$198,840,000

Congress' choice of formulae under federal programs determines what amount of money goes to each state. There is often a state allocation formula, which can be one of the most closely debated items in the drafting of authorizing legislation by Congress. For example, under HEW's Special Educational Opportunity Grant program

Note: The source of dollar payments is for FY 68-73, the annual publication, "Federal Outlays" compiled for the Executive Office of the President by the Office of Economic Opportunity. For FY 74 unpublished VA data prepared for that study is the source. Data on the GI Bill participation rates and state population data is taken from VA Department of Veterans Benefits. Information bulletin 20-74-3 (April,1974).

(SEOG), a typical state allocation says that each state shall receive that percentage of the appropriations that represents the ratio between the state's full-time college enrollment and the national total. This ratio represents the propensity of the state's residents to attend college and junior college, and the capacity of the state to supply places.

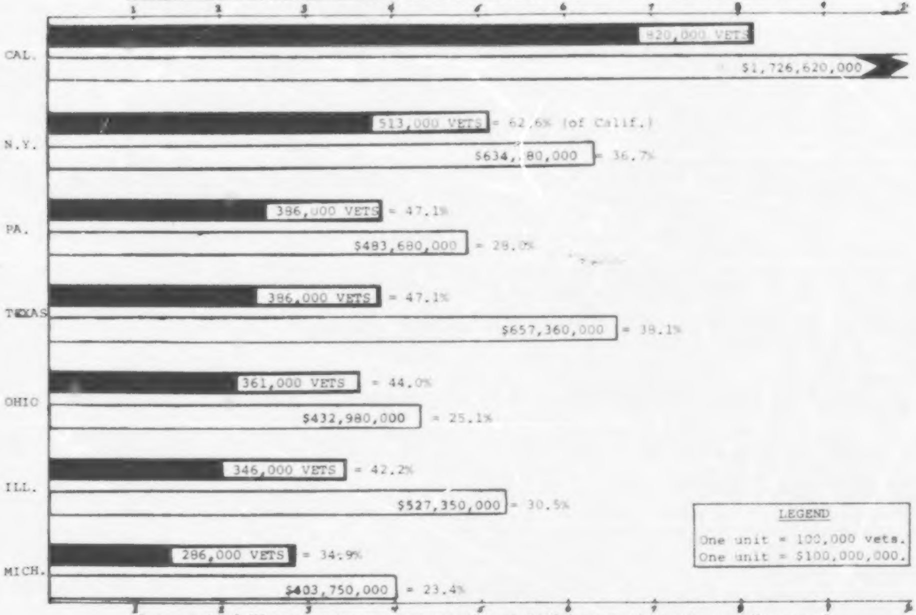
Under that program, in FY 74, Texas, Pennsylvania and Ohio received $9,600,000; $9,400,000; and $8,900,000, respectively -- amounts, incidentally, which very nearly coincide with their respective veteran populations. Yet under the GI Bill, those same states' payments varied by 50%, with Texas vets using $63,800,000 more than Pennsylvania vets -- $181,000,000 to $118,000,000.

COMPARATIVE DISTRIBUTION OF HEW FORMULA GRANT SCHOLARSHIP AND GI BILL FUNDS IN STATES WITH MANY VETS - 74

	GI Bill Pmts. FY 74	State GI Bill Pmts. as % of Calif. Pmt.		State SEOG Pmts. as % of Calif. SEOG Pmt.	State SEOG Pmts. FY 74
California	$456,620,000				$23,200,000
New York	$162,280,000	35.5%	--	72.4%	$16,800,000
Pennsylvania	$117,680,000	25.8%	--	40.9%	$ 9,400,000
Texas	$181,360,000	39.7%	--	41.3%	$ 9,600,000
Ohio	$112,980,000	24.7%	--	38.3%	$ 8,900,000
Illinois	$132,350,000	29.0%	--	44.3%	$10,300,000
Michigan	$108,750,000	23.8%	--	36.3%	$ 8,500,000

In the case of the GI Bill, it seems safe to assume that no one thought that the continued use of the Korean War GI Bill's single payment formula would lead to an inequitable distribution of benefits for veterans in different states. No one would want veterans who were called to federal service who came from a state with the "wrong" structure of post-secondary education to have difficulty in making any use of their GI Bill, while their fellow soldiers from other states were much better off. But the following bar chart illustrates the inequitable distribution of opportunities and funds that did in fact occur as a result of the single payment formula:

LARGE STATE VIETNAM VETERAN POPULATIONS AND CUMULATIVE (68-74) GI BILL PAYMENTS COMPARED TO CALIFORNIA TO ILLUSTRATE GEOGRAPHIC DISCRIMINATION OF LEGISLATION



Some states' Vietnam veterans can use the GI Bill better than others. Texas and Pennsylvania have 386,000 vets each and Ohio 361,000. Yet cumulative payments were $657,000,000; $484,000,000 and $433,000,000. California's do best with $1,726,000,000 while New York's 513,000 vets -- 63% of Cal's total -- get only $634,000,000.

It is because of education costs and the availability of low-cost junior colleges as controlling factors that GI Bill participation rates are so much higher in the West and South. The South has many good low-cost area technical schools that offer courses that in the West would be offered by junior colleges. High participation rates in these schools explain the high overall GI Bill use in states like North and South Carolina.

The fact that the cost of living, which is directly related to personal income, can be much lower in Southern states also makes veterans' GI Bill payments go much farther there. Personal incomes in New York and New Jersey for '73 were $5,705 and $5,845, respectively. North Carolina's was $4,282 and Texas' $4,571.

Some argue that a system that gives more money to some veterans is unfair. Yet the Congress frequently adds Davis-Bacon provisions to federal legislation that treats the reality of different construction and wage costs in different parts of the country. Certainly Congress wouldn't give the VA the same dollar amounts to build a 200-bed hospital in New York City and one in rural Alabama. Yet this is what it does for Vietnam veterans in different states with different tuition structures.

Private colleges were charged with the fewest abuses of the World War II GI Bill, but ironically it is those private colleges -- particularly the less famous -- which have the greatest need of students and which today's GI Bill structure -- designed to correct abuses by proprietary schools and public colleges -- now punishes. Whereas veterans comprised from 40% to 87% of male students on public and private college campuses in 1947-48, today's numbers are far different -- particularly those for private colleges. Yet many of these schools may offer precisely the courses that a veteran wants. Drexel in Philadelphia, Northeastern in Boston, Fairleigh-Dickenson in New Jersey, and Fordham in New York, as well as other less famous colleges, come to mind. Yet the high tuition of these schools, which provide up to 64% of the educational capacity in Massachusetts, close the schools to veterans. In California, private colleges contain only 14% of the male student places, and in Texas, 17.2% -- while in New York and Pennsylvania 44% attend private colleges.

Inadequacies of the Present GI Bill for all Veterans

GI Bill use is inverse to need. The poorer you are, the harder it is to come up with a part-time job, or with a bank loan to carry you through until a late check from the VA can get to you. In the 1974 Yankelovich survey of veterans who had served in Vietnam and had not attended college, the veterans showed less satisfaction with the education they had received than did their contemporaries without military service. Only 16% of those veterans thought they had the right amount of education, versus 26% of their non-veteran peers. And only 52% of all veterans surveyed thought they had the right kind of education, compared to 69% of non-veterans.

Because of Johnson Administration resistance, the original attempt to enact a Vietnam-era GI Bill was dropped in 1965. In order to avoid a Presidential veto, Congress in 1966 held benefits down to $100 a month ($10 a month less than the Korean War figure). This decision has been the bain of veterans ever since, in that any increase looks like an enormous jump from this initial low base.

The VA, in justifying the present level of benefits, argues that, on the average, the Vietnam veteran has more dollars than did the average World War II veteran. The VA bases its computations, converting one 1948 dollar to $2.11 October 1974 dollars, on the Consumer Price Index. This is a defensible basis, but when other indicators are examined -- such as the minimum wage and the actual costof things -- this $2.11 figure clearly understates the value of those 1948 dollars.

Many will remember the nickel subway fare in New York and the nickel Coca-Cola. Today subway fare is 35¢, and a Coke costs a quarter. Yet the VA argues that a veteran who nets $1351 in today's dollars, after paying tuition, books and fees, is better off than the World War II veteran with $675 1948 dollars ($75 X 9 months).

Vietnam veterans have not asked that the GI Bill pay their full costs of education and living. "All we want is what our fathers got," is their position.

If Consumer Price Index computations had been used by Congress in determining what today's minimum wage should be, it would have taken 1948's $.40-an-hour figure and raised it to $.84 an hour! In the real world, though, Congress in 1967 increased the minimum wage to $1.60 an hour, and this year to $2.00, with increases to $2.30 legislated. In other words, the minimum wage has already increased by five times since 1948.

In 1948, a vet received for subsistence every month a sum $8 less than he would have earned if he had held a 48-hour-a-week job on the minimum wage. Today's veteran has $122 less than that figure before paying tuition. In 1948, the married veteran with a child received $120 a month, which was $37 1948 dollars more than the minimum wage. Today's married vet with a child, after paying the average cost of tuition at public colleges, has $50 less than the minimum wage when he goes to look for a part-time job.

The VA says that Vietnam veterans on the average are receiving more education benefits than World War II veterans received. Even if this statement were based on more realistic computations, it still ignores the fact that all veterans -- not just the average veteran -- were given an adequate level of subsistence in 1948. If the "average veteran" approach were taken in giving veterans airline tickets home from San Francisco upon their discharge, and they were given average air fare to fly home with, half of them wouldn't make it.

The Educational Testing Service surveyed veterans' and other students' actual costs of living and found that they were far in excess of their GI Bill benefits, without having deducted any educational costs. The average expense for a married veteran with a child, exclusive of education costs and adjusted for inflation, comes to $600 a month. The GI Bill after the 23% increase, would provide $366 -- just more than half of the subsistence costs alone. And if the vet is from a high-tuition state, he would pay from $60 to $100 per month for education. The following chart details the average subsistence needs of veterans attending school in 1974:

AVERAGE MONTHLY LIVING EXPENSES FOR VIETNAM-ERA VETERANS ATTENDING SCHOOL, SEPTEMBER 1974

	Single Veteran	Married Veteran	Married Vet with a Child
Rent - - - - - - - - - - - - - - - - -	$ 90	$170	$200
Food - - - - - - - - - - - - - - - - -	70	140	200
Clothing, cleaning & laundry - - -	22	40	48
Transportation - - - - - - - - - - -	50	52	55
Medical - - - - - - - - - - - - - - -	10	28	35
Child care - - - - - - - - - - - - -			27
Miscellaneous - - - - - - - - - - -	30	55	49
Total Monthly Expenses	$272	$485	$594
Total monthly GI Bill subsistance pmt.-H.R. 12628 (includes 23% increase) - - - - - - - - - - - -	$270	$321	$366
Supplemental income needed to meet monthly living expenses - -	$ 2	$164	$228

SOURCE: ETS report (excluding educational expenses and adjusted to August 1974 consumer price index)

While most veterans are eager to work in part-time jobs, those have been hard to get, because the government's economic game plan in 1969 was designed to slow inflation by creating unemployment. A heavy burden fell on Vietnam veterans, who were being discharged at the rate of one million per year. 400,000 vets were unemployed at one time. Because they are the last hired, many will be the first fired in the case of recession, still bearing the same burden.

Throughout the history of the GI Bill, late checks have been a chronic complaint of the veteran. To one who counts on his GI Bill check, its late arrival is a serious setback. The fact that Vietnam vets know that the VA has a reputation for getting its checks out late has meant that many veterans have never signed for their benefits at all.

The most recent of the five levels of GI Bill payments since its reenactment in 1966 will obviously help veterans. But for many in high-tuition states, the initial years provided benefits so low that they could not afford to go to school full-time. For example, a vet enrolling in Penn State in the fall of 1969 had $52 a month to live on after paying for tuition and books. The World War II vet at Penn State had $75 1948 dollars to live on!

Provisions in this GI Bill would extend the veteran's benefits from 36 to 45 months. World War II vets with sufficient service could get 48 months of benefits. Although Vietnam veterans may serve fewer months, the fact that their benefits were so low prevented them from going to school full-time. The extension provision would merely allow vets to complete their undergraduate schooling and make up for the low benefits.

One last note on the inadequacies of today's GI Bill. In economics, one looks at both the supply and demand side when considering the availability of goods and services. We have discussed the attractiveness of the GI Bill from the point of view of the veteran demanding the services. From the point of view of the education institutions that offer the supply, the current GI Bill provides few incentives.

Many of the nation's public and private colleges and junior colleges were able to expand their facilities as a result of the fact that the World War II GI Bill paid out-of-state tuition rates for in-state vets at public colleges. Those out-of-state charges are $2,000 in some states today, but the veteran brings only the $600 to $1,000 in-state tuition rate. A higher percentage of the actual cost of private education was covered out of the tuition payments made directly by the federal government on behalf of veteran students than has been the case since that time. Yet those private colleges are closed to most veterans by high tuitions.

Today's colleges receive a $4.00 per veteran payment per year from the VA for paper processing, increased from $3.00 in 1972. In addition, HEW has made funds available at the rate of $55 per vet per year to colleges which increase their veteran enrollments by 10% since June of 1973. However, the National Association of Concerned Veterans had to sue the Commissioner of Education to get those funds released. But a $55 payment is nothing like the vast sums made available after World War II.

The Means to Provide an Adequate GI Bill for Veterans

If the GI Bill is to provide equal opportunities for all veterans in all states, a mechanism will have to be found to recognize that the present system does not cover costs of veterans in high states.

Not only is an adequate basic payment needed, but either a state or a federal tuition equalizer payment as well. A tuition equalization provision was contained in the Senate-passed GI Bill. Under that formula, the veteran assumed the first $100 of tuition costs and the federal government picked up 80% of the next $900 for a maximum payment of $720 per school year.

The tuition equalizer would help put veterans from all states at more or less the same place on the starting line. Since the federal government declared the war and called the men into service, it should logically be a federal obligation to see that all veterans who served have equal educational opportunities -- not just "equal" dollars. However, some states passed GI Bills, and others could do the same. But the state GI Bills in places like Illinois and Massachusetts have not been totally effective in their operations, for they do not cover private colleges, nor are they extensively advertised. Both states rely heavily on private education, with 32.3% of Illinois students and 64% of Massachusetts students in private colleges. As a result of all this, it seems that many veterans are unaware of their states' efforts.

In like fashion, in 1973 Pennsylvania began to treat veterans as emancipated students, and made them universally eligible for the state education program. But that program is currently out of funds, and little advertising is directed toward veterans.

Some, including President Nixon, have argued that the equalizer provision would bail out states which do little. But an examination of the figures shows that California will spend $1.3 billion on public education, while New York will spend $1.1 billion and Texas $450,000,000 in this fiscal year. The state tax effort is higher in the East and Midwest and California than it is in Southern states. Yet veterans in high-cost-of-education states in the East and Midwest are being penalized because of the states' historical reliance on private initiative through private colleges, and because of the tradition that the college student pay a higher percentage of his education costs than in states where public education is more subsidized.

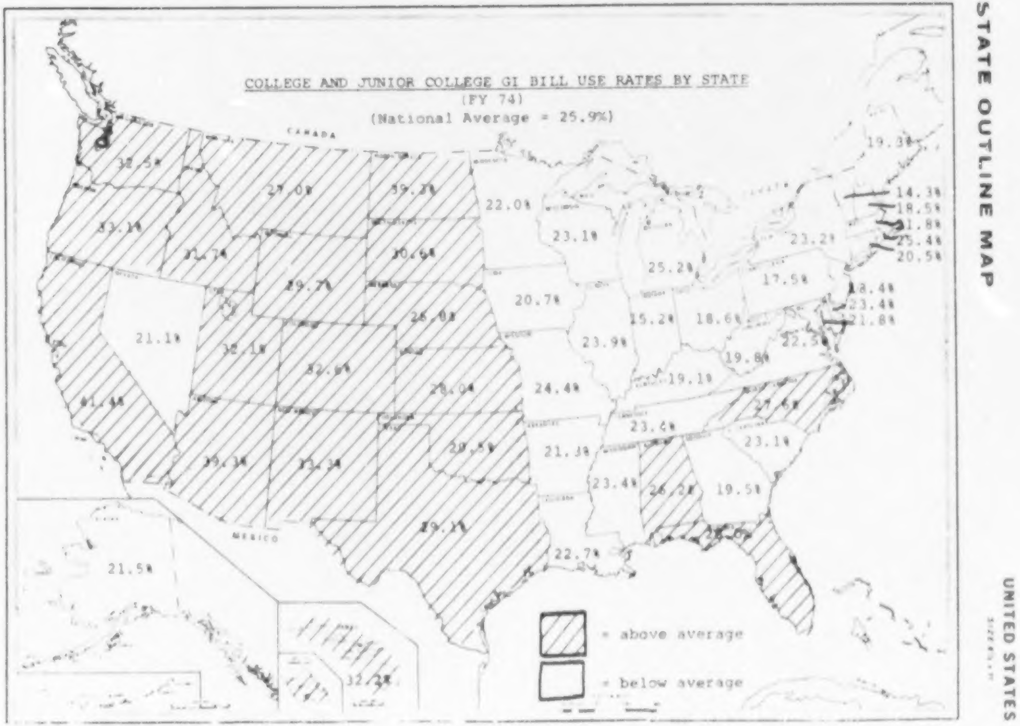
In the case of action, either state or federal, to equalize tuition, the very real problems raised by opponents of such a provision must be dealt with, both legislatively and administratively:

1. If the funds were given out in the form of an education voucher, that would seem to be most efficient, since it would avoid problems of abuses by individual veterans.
2. A price freeze could be announced to help ensure that prices were not raised simply to obtain more dollars from the federal government. Veterans would pay no different tuition for the same courses than other students.
3. An income test could be applied, similar to that used for the Basic Opportunity Grant program of HEW, and like that applied to veterans under the World War II GI Bill. But any income limitation test should recognize the difficult situation of married vets with children, who appear to be making far less use of the GI Bill than single veterans.
4. Perhaps a limitation to veterans who have been discharged since the Vietnam era began on August 4, 1964, might also be appropriate, with a similar limitation to those going to school 3/4 time or more.
5. In order to allow veterans to attend private colleges, a sliding scale of federal participation might be adopted, with the vet paying the first $300 in tuition and the federal government picking up 80% of the next $700, 60% of the next $1,000 and 40% of the next $1,000, for a total federal contribution of $1,560.

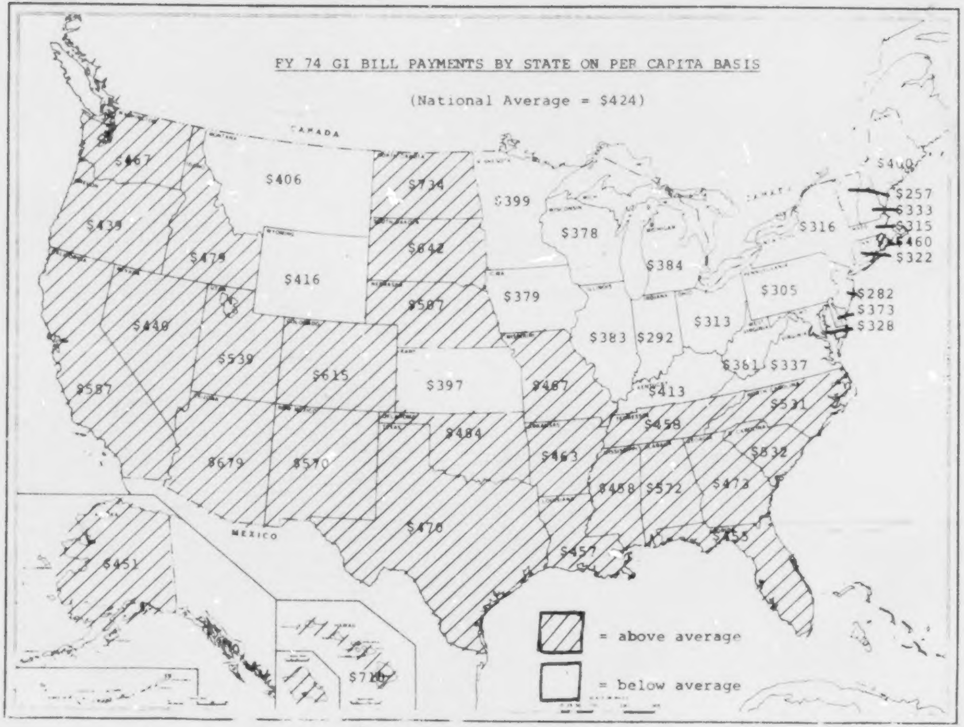
The VA has argued that veterans can obtain benefits from other federal programs to meet the inadequacies of their GI Bill funds. But the 1973 ETS study done for the VA showed that veterans were excluded from participation in most other federal student aid programs. The veteran was caught in a vicious cycle: Because he had the GI Bill, he could not use other federal programs, but because the GI Bill was so inadequate, he could not use that either.

Close questioning by Congressman Neal Smith before the House Appropriations Committee showed that, despite the fact that Congress had thought it was making veterans eligible for the Basic Opportunity Grant program, the regulations in fact excluded them from participation.

The veteran must look for his salvation to the GI Bill.



COLLEGE AND JUNIOR COLLEGE GI BILL USE RATES BY STATE
(FY 74)
(National Average = 25.9%)



FY 74 GI BILL PAYMENTS BY STATE ON PER CAPITA BASIS

(National Average = $424)

STATE OUTLINE MAP

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CUMULATIVE GI BILL USE RATES FOR COLLEGE AND JUNIOR COLLEGE AND FOR ALL PURPOSES

States Ranked by GI Bill College Participation Rate		1974 Viet Vet Population	Jr. & 4-Yr. College GI Bill Use Rate		Total GI Bil Use Rate	
			Rank		Rank	
1.	California	820,000	1	41.4%	5	56.7%
2.	Arizona	70,000	2	39.3%	3	61.7%
3.	North Dakota	16,000	3	39.3%	1	73.1%
4.	New Mexico	35,000	4	33.3%	4	61.1%
5.	Oregon	87,000	5	33.1%	16	49.0%
6.	Colorado	93,000	6	32.6%	6	55.0%
7.	Washington	152,000	7	32.5%	10	52.8%
8.	Hawaii	31,000	8	32.2%	7	55.0%
9.	Utah	43,000	9	32.1%	21	48.1%
10.	Idaho	24,000	10	31.7%	11	52.7%
11.	South Dakota	16,000	11	30.6%	2	62.3%
12.	Wyoming	12,000	12	29.7%	15	49.1%
13.	Oklahoma	97,000	13	29.5%	14	49.6%
14.	Texas	386,000	14	29.1%	25	47.3%
15.	Florida	250,000	15	28.0%	26	47.1%
16.	Kansas	74,000	16	28.0%	19	48.2%
17.	North Carolina	153,000	17	27.6%	12	51.8%
18.	Montana	26,000	18	27.0%	17	48.8%
19.	Nebraska	48,000	19	26.8%	9	53.0%
20.	Alabama	100,000	20	26.2%	8	53.4%
21.	Rhode Island	37,000	21	25.4%	35	42.4%
22.	Michigan	286,000	22	25.2%	28	45.7%
23.	Missouri	50,000	23	24.4%	30	45.4%
24.	Illinois	346,000	24	23.9%	34	43.2%
25.	Maryland	151,000	25	23.4%	40	40.4%
26.	Mississippi	50,000	26	23.4%	31	44.6%
27.	Tennessee	128,000	27	23.4%	18	48.6%
28.	New York	513,000	28	23.2%	36	42.2%
29.	South Carolina	85,000	29	23.1%	13	50.8%
30.	Wisconsin	142,000	30	23.1%	27	46.0%
31.	Louisiana	106,000	31	22.7%	20	48.2%
32.	Virginia	169,000	32	22.5%	39	40.8%
33.	Minnesota	145,000	33	22.0%	23	47.5%
34.	Delaware	22,000	34	21.8%	43	38.1%
35.	Massachusetts	203,000	35	21.8%	48	36.5%
36.	Alaska	13,000	36	21.5%	46	37.1%
37.	Arkansas	57,000	37	21.3%	22	47.8%
38.	Nevada	22,000	38	21.1%	38	41.0%
39.	Iowa	89,000	39	20.7%	33	43.8%
40.	Connecticut	103,000	40	20.5%	42	39.7%
41.	West Virginia	50,000	41	19.8%	29	45.6%
42.	Georgia	163,000	42	19.5%	24	47.4%
43.	Maine	33,000	43	19.3%	32	44.0%
44.	Kentucky	93,000	44	19.1%	37	41.6%
45.	Ohio	361,000	45	18.6%	44	38.1%
46.	New Hampshire	30,000	46	18.5%	45	37.4%
47.	New Jersey	226,000	47	18.4%	49	35.1%
48.	Pennsylvania	386,000	48	17.5%	41	40.3%
49.	Indiana	181,000	49	15.2%	47	36.8%
50.	Vermont	16,000	50	14.3%	50	32.8%
		Total 6,923,000		**Average** 25.9%		**Average** 46.3%

GI BILL PAYMENTS BY STATE, GIVING TOTALS
AND PAYMENTS ON A PER CAPITA BASIS (FY 68-74)

States Ranked by Viet Vet Population	Viet Vet Population	Rank	State GI Bill Pmts. (FY 68-74)	Rank	Pmts. on Per Capita Basis (FY 68-74)
1 California	820,000	1	$1,726,620,000	7	$2110
2 New York	513,000	3	634,280,000	41	1240
3 Pennsylvania	386,000	5	483,680,000	39	1250
4 Texas	386,000	2	657,360,000	17	1700
5 Ohio	361,000	7	432,980,000	44	1200
6 Illinois	346,000	4	527,350,000	28	1520
7 Michigan	286,000	8	403,750,000	32	1410
8 Florida	250,000	6	435,860,000	14	1740
9 New Jersey	226,000	13	241,680,000	49	1070
10 Massachusetts	203,000	11	252,970,000	40	1250
11 Indiana	181,000	20	195,820,000	48	1080
12 Virginia	169,000	21	188,930,000	47	1120
13 Georgia	163,000	10	267,180,000	10	1960
14 Missouri	159,000	14	234,250,000	31	1470
15 North Carolina	153,000	12	250,290,000	20	1640
16 Washington	152,000	9	278,020,000	12	1830
17 Maryland	151,000	22	182,590,000	43	1210
18 Minnesota	145,000	15	224,810,000	25	1550
19 Wisconsin	142,000	16	214,700,000	29	1510
20 Tennessee	128,000	18	209,690,000	21	1640
21 Louisiana	106,000	24	175,420,000	19	1650
22 Connecticut	103,000	27	137,160,000	36	1330
23 Alabama	100,000	19	199,220,000	9	1990
24 Oklahoma	97,000	23	181,950,000	11	1880
25 Colorado	93,000	17	211,220,000	5	2270
26 Kentucky	93,000	30	123,440,000	37	1330
27 Iowa	89,000	29	123,750,000	33	1390
28 Oregon	87,000	26	154,150,000	13	1770
29 South Carolina	85,000	28	129,190,000	24	1563
30 Kansas	74,000	31	120,350,000	23	1630
31 Arizona	70,000	25	167,540,000	2	2390
32 Arkansas	57,000	32	95,410,000	18	1670
33 Mississippi	50,000	36	76,890,000	26	1540
34 West Virginia	50,000	38	67,070,000	35	1340
35 Nebraska	48,000	34	83,360,000	15	1740
36 Utah	43,000	33	90,180,000	8	2100
37 Rhode Island	37,000	39	55,020,000	30	1490
38 New Mexico	35,000	35	79,960,000	4	2280
39 Maine	33,000	43	42,210,000	38	1280
40 Hawaii	31,000	37	69,010,000	6	2230
41 New Hampshire	30,000	45	35,980.000	45	1200
42 Montana	26,000	41	42,560,000	22	1640
43 Idaho	24,000	42	41,440,000	16	1730
44 Delaware	22,000	47	25,220,000	46	1150
45 Nevada	22,000	46	30,680,000	34	1390
46 North Dakota	16,000	40	42,740,000	1	2670
47 South Dakota	16,000	44	37,270,000	3	2330
48 Vermont	16,000	50	15,110,000	50	940
49 Alaska	13,000	49	15,970,000	42	1220
50 Wyoming	12,000	48	18,490,000	27	1540

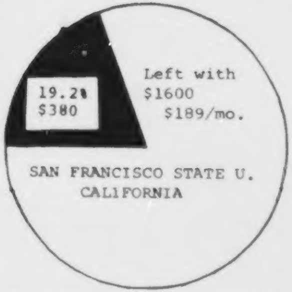
10 YEAR GROWTH IN GI BILL PROGRAM CONTRASTED WITH GROWTH IN HEW HIGHER EDUCATION PROGRAMS

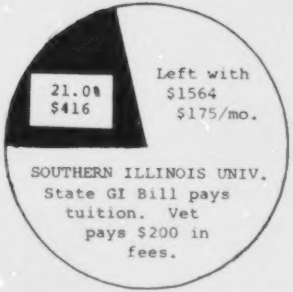
Table 17. **BUDGET OUTLAYS BY FUNCTION, 1966–1976** (in millions of dollars)—**Continued**

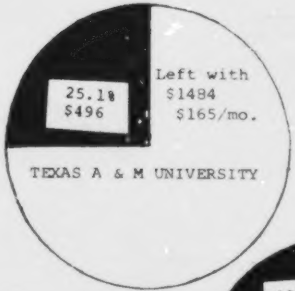
Function	Actual									Estimate	
	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976
700 Veterans benefits and services:											
701 Income security for veterans	4,184	4,794	4,506	5,036	5,552	5,966	6,344	6,533	6,789	7,671	7,707
702 Veterans education, training, and rehabilitation	54	305	478	701	1,015	1,659	1,950	2,801	3,249	4,042	3,600
703 Hospital and medical care for veterans	1,318	1,391	1,469	1,564	1,800	2,036	2,425	2,711	3,006	3,555	3,906
704 Veterans housing	169	304	210	102	54	−179	−317	−381	−15	−283	−104
705 Other veterans benefits and services	198	197	220	239	263	296	320	350	359	484	485
Deductions for offsetting receipts	−2	−2	−2	−2	−2	−2	−2	−2	−2	−2	−2
Total veterans benefits and services	**5,921**	**6,899**	**6,882**	**7,640**	**8,683**	**9,776**	**10,730**	**12,013**	**13,386**	**15,466**	**15,592**
500 Education, manpower, and social services:											
501 Elementary, secondary, and vocational education	1,887	2,639	2,815	2,728	3,107	3,544	3,962	3,745	3,771	4,216	4,222
502 Higher education	705	1,160	1,393	1,232	1,385	1,433	1,447	1,532	1,349	2,104	2,325
503 Research and general education aids	148	265	329	330	521	520	524	668	869	937	839
504 Manpower training	992	1,239	1,590	1,560	1,602	1,952	2,894	3,283	2,910	4,118	4,241
505 Other manpower services	101	107	112	122	135	157	184	202	219	278	301
506 Social services	267	623	778	903	1,148	1,449	2,694	2,455	2,496	3,105	2,740
Deductions for offsetting receipts	−7	−10	−14	−10	−10	−10	−11	−10	−13	−45	−45
Total education, manpower, and social services	**4,093**	**6,023**	**7,004**	**6,871**	**7,888**	**9,045**	**11,696**	**11,874**	**11,600**	**14,714**	**14,623**

Table I-12. FEDERAL OUTLAYS FOR HIGHER EDUCATION BY AGENCY

Sublevel, agency and program	Outlays (millions)		
	1974 actual	1975 estimate	1976 estimate
2-year institutions:			
Office of Education:			
Basic opportunity grants	24	225	251
Other higher education	172	231	270
Occupational and vocational education	140	156	151
Student grants (OASDI)	67	75	85
Health Resources Administration	66	70	47
~~Veterans readjustment~~	~~1,000~~	~~1,171~~	~~1,099~~
Other	103	105	96
Subtotal, 2-year institutions	1,572	2,033	1,999
Other undergraduate:			
Military service academies	220	240	262
Reserve Officers Training Corps	157	165	171
Health manpower (NIH)	87	98	66
Office of Education:			
Basic opportunity grants	25	226	251
Work-study and supplementary grants	204	361	407
Guaranteed student loans	177	222	262
Construction loans and grants	52	44	47
Disadvantaged students and developing institutions	91	118	125
Direct student loans	239	216	266
Other	51	99	110
Student grants (OASDI)	552	620	700
Special institutions	53	56	48
Office of the Secretary	66	61	60
Bureau of Indian Affairs	16	25	26
International Development Assistance	29	53	95
~~Veterans readjustment~~	~~992~~	~~1,162~~	~~1,092~~
National Science Foundation	19	23	26
Other	136	172	98
Subtotal, other undergraduate	3,166	3,961	4,112
Graduate and professional:			
Health Services Administration	21	24	26
Health manpower (NIH)	144	164	141
ADAMHA	75	95	71
Health Resources Administration	392	445	405
Higher education	120	121	134
Social and Rehabilitation Service	17	18	12
Special institutions	31	38	39
~~Veterans readjustment~~	~~317~~	~~370~~	~~348~~
Department of Defense	89	89	89
National Science Foundation	17	14	19
Other	31	41	35
Subtotal, graduate and professional	1,254	1,419	1,319
Total	5,992	7,413	7,430

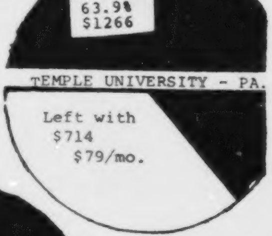


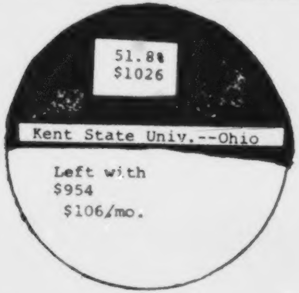


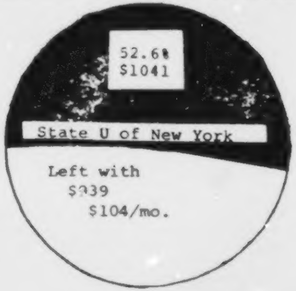


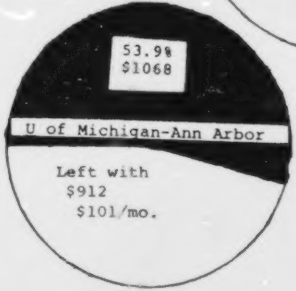
CONTRASTING TUITION COSTS AND SUBSISTENCE MONIES
OF VETERANS AT PUBLIC UNIVERSITIES -- 1974

SHADED AREA = portion of nine-month GI Bill ($1980) used for tuition, fees, books and supplies (average book & supply costs = $216, included in tuition figure).
WHITE AREA = funds left for subsistence for nine months.

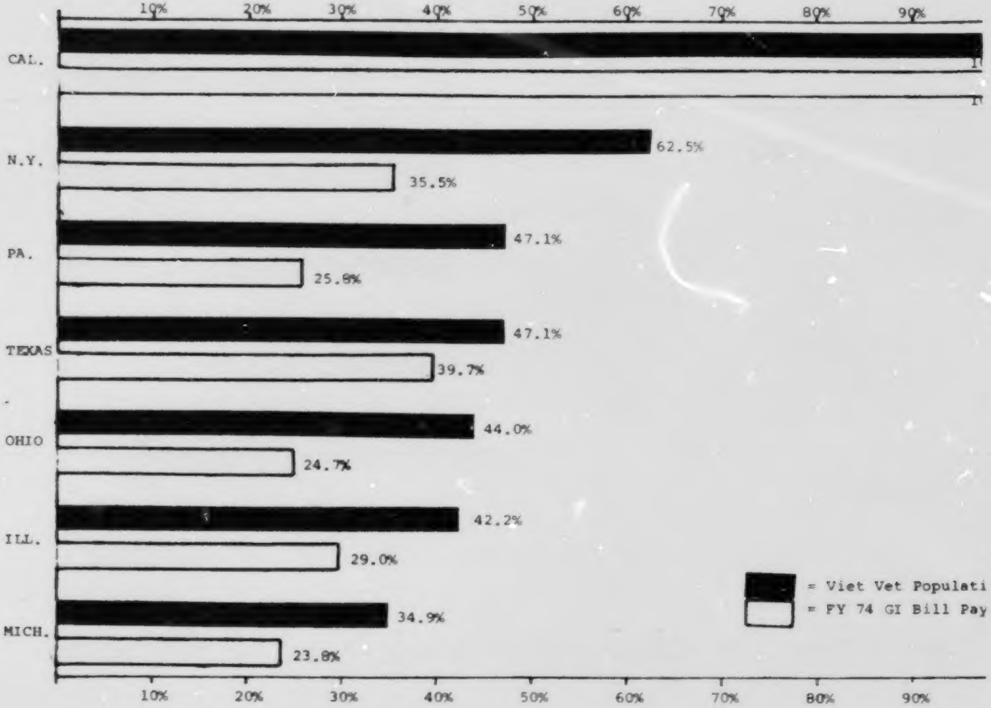




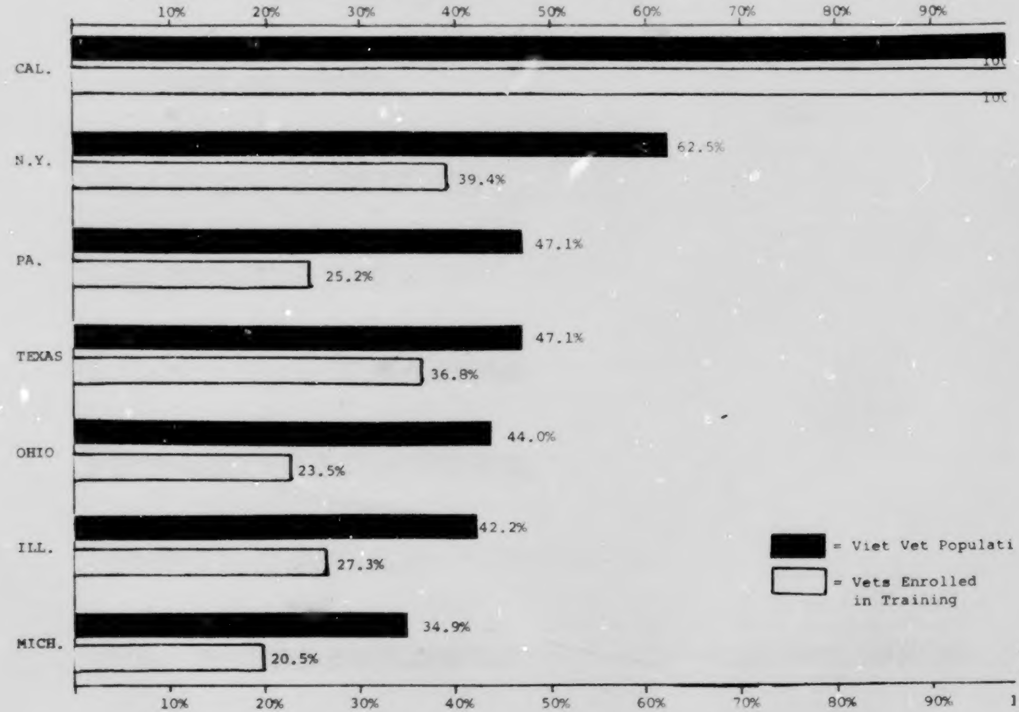




VIET VET POPULATIONS AND 74 GI BILL PAYMENTS OF LARGE STATES COMPARED TO CALIFORNIA



VIET VET POPULATIONS AND ENROLLEES USING GI BILL IN LARGE STATES COMPARED TO CALIFORNIA



Growth of U.S. Student-Aid Programs

State-by-state funds for fiscal years 1968 and 1973

	Basic Educational Opportunity Grants			College Work Study			Guaranteed Student Loans		
	1968	1973	5-year change	1968	1973	5-year change	1968	1973	5-year change
Alabama		$1,266,194		$3,386,964	$5,802,000	+ 71%	$3,277,555	$11,180,516	+241%
Alaska		33,619		114,209	328,000	+187%	170,035	180,012	+ 6%
Arizona		408,791		1,233,700	2,502,000	+102%	2,297,224	8,163,737	+255%
Arkansas		551,776		3,095,358	3,358,000	+ 8%	1,514,283	3,551,709	+135%
California		4,288,069		14,043,914	24,471,000	+ 74%	25,528,551	104,305,488	+309%
Colorado		529,872		1,846,965	3,539,000	+ 91%	7,128,958	22,029,344	+209%
Connecticut		329,611		1,463,032	2,953,000	+101%	18,014,822	30,136,000	+ 67%
Delaware		118,083		271,172	623,000	+129%	584,704	984,383	+ 68%
District of Columbia		220,101		852,937	1,879,000	+120%	354,451	3,839,748	+983%
Florida		916,284		3,601,075	7,377,000	+104%	5,4[illegible],855	21,939,728	+299%
Georgia		1,204,005		1,989,501	6,390,000	+221%	5,504,463	10,885,082	+ 98%
Hawaii		56,704		542,283	1,093,000	+101%	1,909,279	2,399,274	+ 26%
Idaho		120,199		618,851	930,000	+ 50%	916,377	3,254,236	+255%
Illinois		2,011,880		5,129,105	13,721,000	+167%	31,437,706	182,851,408	+482%
Indiana		632,059		2,041,745	5,403,000	+164%	6,490,316	32,304,640	+398%
Iowa		683,222		1,742,555	3,926,000	+125%	8,605,241	19,279,760	+124%
Kansas		699,078		1,726,333	2,847,000	+ 64%	3,092,452	11,578,112	+274%
Kentucky		877,036		2,370,942	4,772,000	+101%	3,588,327	8,128,491	+127%
Louisiana		1,228,670		2,695,140	6,076,000	+126%	3,654,437	9,756,834	+167%
Maine		241,182		634,357	2,726,000	+329%	2,043,752	6,150,611	+201%
Maryland		684,503		1,104,303	4,036,000	+265%	3,018,825	18,322,096	+507%
Massachusetts		1,191,247		6,289,340	11,392,000	+ 81%	16,597,077	28,666,928	+ 73%
Michigan		1,481,581		3,901,908	9,584,000	+145%	7,357,288	19,735,520	+168%
Minnesota		935,808		2,869,480	6,295,000	+119%	10,202,939	30,406,896	+198%
Mississippi		1,433,000		3,142,390	4,885,000	+ 55%	1,587,454	7,020,366	+342%
Missouri		790,687		2,303,117	5,426,000	+135%	2,429,657	15,551,819	+540%
Montana		139,697		2,576,281	2,101,000	− 18%	2,037,100	4,306,259	+111%
Nebraska		434,846		998,419	2,023,000	+102%	2,433,544	11,051,631	+354%
Nevada		32,176		280,375	451,000	+ 60%	396,485	972,029	+145%
New Hampshire		113,325		601,991	1,514,000	+151%	1,750,669	2,631,339	+ 50%
New Jersey		1,264,258		2,847,534	6,230,000	+118%	24,993,871	47,635,552	+ 91%
New Mexico		428,155		1,110,790	1,798,000	+ 61%	1,286,907	10,024,750	+679%
New York		6,063,803		10,653,259	19,263,000	+ 80%	102,995,091	174,065,344	+ 69%
North Carolina		1,660,050		3,967,161	8,181,000	+106%	1,384,860	5,803,064	+319%
North Dakota		236,135		793,863	1,314,000	+ 65%	4,792,923	10,998,186	+129%
Ohio		1,544,420		4,051,356	11,059,000	+172%	10,661,063	29,042,560	+172%
Oklahoma		933,720		2,161,525	3,522,000	+ 62%	2,260,030	5,759,501	+155%
Oregon		649,126		3,420,605	3,924,000	+ 14%	2,946,028	9,839,128	+234%
Pennsylvania		2,658,629		5,882,082	12,091,000	+105%	32,584,615	88,743,920	+172%
Rhode Island		180,957		404,659	1,150,000	+184%	3,194,583	8,338,687	+161%
South Carolina		797,062		1,143,366	4,483,000	+292%	1,223,597	1,888,936	+ 54%
South Dakota		325,488		703,731	1,185,000	+ 68%	1,928,045	7,510,917	+290%
Tennessee		1,087,339		3,467,098	5,964,000	+ 72%	4,878,423	10,291,798	+111%
Texas		3,174,154		7,518,505	14,207,000	+ 88%	9,708,444	65,150,640	+571%
Utah		122,473		1,475,445	1,714,000	+ 16%	3,433,2[illegible]	5,793,303	+ 69%
Vermont		158,716		360,309	749,000	+107%	1,791,698	3,053,598	+ 70%
Virginia		891,887		1,372,185	5,606,000	+308%	7,011,028	13,575,749	+ 94%
Washington		640,368		2,689,069	4,667,000	+ 73%	2,860,022	20,902,208	+631%
West Virginia		386,254		1,532,031	2,934,000	+ 91%	2,152,433	6,133,929	+185%
Wisconsin		598,587		3,762,043	7,240,000	+ 92%	6,687,065	26,077,024	+290%
Wyoming		72,678		415,[illegible]03	564,000	[illegible]	645,593	1,342,452	+108%

	National Direct Student Loans			Supplemental Educational Opportunity Grants			1973 dollars per full-time equivalent degree-credit undergraduate student [2]				
	1968	1973	5-year change	1968	1973	5-year change	BEOG	CWS	GSL	NDSL	SEOG
Alabama	$2,686,305	$4,339,000	+ 61%	$3,487,390	$3,454,000	0%	$16	$72	$116	$54	$43
Alaska	76,302	182,000	+138%	62,580	455,000	+627%	12	110	102	61	153
Arizona	1,815,652	3,024,000	+ 66%	1,184,950	2,259,000	+ 90%	7	41	139	50	37
Arkansas	1,852,883	2,279,000	+ 22%	1,660,440	1,313,000	− 20%	16	99	88	67	38
California	15,462,004	30,974,000	+100%	8,591,990	23,719,000	+176%	8	42	141	53	40
Colorado	2,743,000	4,164,000	+ 51%	1,982,840	2,824,000	+ 42%	7	47	318	56	38
Connecticut	2,394,226	3,788,000	+ 58%	1,531,380	2,683,000	+ 75%	4	37	466	47	33
Delaware	215,517	747,000	+246%	322,720	561,000	+ 73%	7	39	78	47	35
District of Columbia	1,665,263	2,169,000	+ 30%	915,250	2,239,000	+144%	6	54	108	62	64
Florida	4,543,174	7,857,000	+ 72%	3,133,560	5,327,000	+ 69%	7	55	161	58	39
Georgia	2,942,647	4,913,000	+ 66%	2,348,100	3,116,000	+ 32%	12	68	98	52	33
Hawaii	271,354	1,245,000	+358%	196,000	800,000	+308%	2	44	103	51	32
Idaho	604,434	1,216,000	+101%	491,250	823,000	+ 67%	4	38	72	50	34
Illinois	9,041,649	14,260,000	+ 57%	6,429,725	10,550,000	+ 64%	8	57	858	60	44
Indiana	3,571,432	7,506,000	+ 39%	4,079,100	4,479,000	+ 11%	6	50	259	70	42
Iowa	3,719,794	5,081,000	+ 36%	3,246,830	3,640,000	+ 12%	10	52	187	67	48
Kansas	3,308,795	4,116,000	+ 24%	2,747,810	2,436,000	− 11%	9	37	149	54	32
Kentucky	3,005,391	4,107,000	+ 36%	2,689,605	2,362,000	− 12%	13	71	141	61	35
Louisiana	3,233,651	4,850,000	+ 49%	2,296,670	3,278,000	+ 42%	14	72	83	57	38
Maine	793,022	1,189,000	+ 49%	679,900	2,365,000	+247%	15	168	294	73	146
Maryland	1,834,016	4,450,000	+142%	1,319,350	3,098,000	+134%	10	48	246	53	37
Massachusetts	7,198,873	10,537,000	+ 46%	4,945,790	6,741,000	+ 36%	7	61	218	56	36
Michigan	8,743,019	12,718,000	+ 45%	6,097,311	9,846,000	+ 61%	6	42	76	56	43
Minnesota	4,679,039	6,351,000	+ 35%	4,181,610	6,083,000	+ 45%	9	62	212	62	59
Mississippi	2,187,710	3,287,000	+ 50%	2,313,960	3,169,000	+ 36%	26	83	95	56	54
Missouri	4,856,848	6,612,000	+ 36%	3,551,200	4,081,000	+ 14%	8	55	144	67	41
Montana	849,633	1,229,000	+ 44%	762,650	705,000	− 7%	6	96	144	56	32
Nebraska	1,804,153	2,710,000	+ 50%	1,400,800	1,528,000	+ 9%	13	56	202	76	43
Nevada	215,240	443,000	+105%	136,764	297,000	+117%	5	50	92	49	33
New Hampshire	773,428	1,237,000	+ 59%	647,590	1,315,000	+103%	5	61	102	50	53
New Jersey	3,256,409	5,714,000	+ 75%	2,509,000	4,491,000	+ 78%	11	49	429	45	35
New Mexico	1,044,273	1,569,000	+ 50%	1,045,970	1,476,000	+ 41%	14	61	243	53	50
New York	14,849,526	23,770,000	+ 60%	11,133,286	17,336,000	+ 55%	12	39	334	48	35
North Carolina	4,349,429	6,784,000	+ 55%	4,092,130	5,312,000	+ 29%	14	68	45	56	44
North Dakota	961,158	1,343,000	+ 39%	856,135	1,338,000	+ 56%	11	60	313	62	62
Ohio	9,113,816	13,591,000	+ 49%	6,040,322	8,831,000	+ 46%	6	45	108	56	35
Oklahoma	3,362,651	4,482,000	+ 33%	2,170,375	2,612,000	+ 20%	11	42	61	53	31
Oregon	2,472,847	3,946,000	+ 59%	1,901,170	2,581,000	+ 35%	10	62	105	62	40
Pennsylvania	9,230,089	14,267,000	+ 54%	6,784,490	9,207,000	+ 35%	11	48	361	57	36
Rhode Island	1,041,410	1,507,000	+ 44%	782,260	1,034,000	+ 32%	6	38	290	49	34
South Carolina	1,564,132	2,695,000	+ 72%	1,340,940	1,984,000	+ 47%	16	78	26	47	34
South Dakota	945,460	1,324,000	+ 40%	923,890	1,332,000	+ 44%	15	55	286	61	62
Tennessee	3,964,164	5,322,000	+ 34%	3,325,040	3,241,000	− 2%	11	62	146	56	34
Texas	7,213,706	15,330,000	+112%	7,057,490	10,054,000	+ 42%	10	45	169	49	32
Utah	1,107,364	2,266,000	+104%	1,228,410	1,891,000	+ 53%	2	31	49	41	34
Vermont	631,799	903,000	+ 42%	526,980	1,180,000	+123%	9	39	169	47	62
Virginia	2,734,984	4,919,000	+ 79%	2,012,260	3,452,000	+ 71%	9	58	132	51	36
Washington	3,888,090	5,823,000	+ 49%	2,449,987	4,296,000	+ 75%	3	24	52	31	22
West Virginia	1,815,660	2,688,000	+ 48%	1,417,090	1,492,000	+ 5%	9	65	118	59	33
Wisconsin	4,687,922	7,314,000	+ 56%	4,128,840	8,626,000	+108%	5	57	193	58	68
Wyoming	415,536	577,000	+ 38%	382,740	365,000	− 4%	7	59	71	60	38

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[1] Funds for the Basic Educational Opportunity Grants program were obligated for the first time in 1973.

[2] In some states, the funds were also distributed to graduate and proprietary students and institutions.

SOURCE: EDUCATIONAL POLICY RESEARCH CENTER, STANFORD RESEARCH INSTITUTE

(1973)

IN ORDER OF PER CAPITA GI BILL PAYMENTS PER VETERAN

		Per Capita Pmts. Per Veteran	Vet Pop. Nov, 1972	Total GI Bill Pmts. FY 1973
1.	North Dakota	$ 647	16,000	$ 10,345,827
2.	Hawaii	591	30,000	17,735,704
3.	Arizona	577	67,000	38,673,687
4.	South Dakota	570	16,000	9,114,181
5.	New Mexico	522	34,000	17,735,704
6.	Colorado	512	89,000	45,570,905
7.	Utah	505	41,000	20,691,654
8.	Nebraska	487	47,000	22,908,617
9.	California	476	798,000	380,085,982
10.	Alabama	453	97,000	43,846,601
11.	Oklahoma	424	94,000	39,905,333
12.	Idaho	418	23,000	9,606,840
13.	South Carolina	418	83,000	34,732,420
14.	Washington	407	149,000	60,596,988
15.	Florida	405	238,000	96,314,724
16.	Wyoming	403	11,000	4,433,926
17.	North Carolina	398	148,000	58,872,683
18.	Texas	395	372,000	147,058,543
19.	Arkansas	394	55,000	21,676,971
20.	Alaska	391	12,000	4,680,255
21.	Montana	390	24,000	9,360,510
22.	Louisiana	385	102,000	39,166,346
23.	Oregon	384	84,000	32,269,128
24.	Tennessee	375	124,000	46,556,222
25.	Kansas	366	72,000	26,357,226
26.	Wisconsin	361	137,000	49,512,173
27.	Rhode Island	359	35,000	12,562,790
28.	Illinois	356	337,000	119,962,329
29.	Minnesota	352	140,000	49,265,844
30.	Mississippi	352	49,000	17,243,045
31.	Missouri	352	153,000	53,946,099
32.	West Virginia	346	47,000	16,257,728
33.	Georgia	343	158,000	62,074,963
34.	Nevada	340	21,000	7,143,547
35.	Iowa	335	86,000	28,820,518
36.	Kentucky	334	90,000	30,052,165
37.	Maine	334	31,000	10,345,827
38.	Michigan	331	278,000	92,127,127
39.	Ohio	293	352,000	103,211,942
40.	Connecticut	291	100,000	29,066,848
41.	New Hampshire	289	29,000	8,375,193
42.	Maryland	285	147,000	41,875,967
43.	New York	283	501,000	141,885,629
44.	Pennsylvania	282	375,000	105,675,234
45.	Delaware	281	21,000	5,911,901
46.	Indiana	280	175,000	49,019,514
47.	Massachusetts	276	197,000	54,438,757
48.	Virginia	273	165,000	45,078,247
49.	New Jersey	248	219,000	54,438,757
50.	Vermont	215	16,000	3,488,609
		Average: 370	Total: 6,787,000	$2,513,214,849

Since every veteran does not participate in the GI Bill program, this is an artificial figure. However, it does reflect the rate of participation by a given state's veterans.

SUBSISTENCE FUNDS AVAILABLE TO VETERANS AT ACCESSIBLE STATE COLLEGES AND UNIVERSITIES AFTER PAYMENT OF TUITION AND BOOKS ACADEMIC YEARS 1969-70, 1971-72, 1972-73, 1973-74

	1969-1970 Living Funds for One Month	1971-1972 Living Funds for One Month	1972-1973 Living Funds for One Month	1973-1974 Living Funds for One Mon
California				
Cal. State at L.A.	$101.88	$148.11	$193.11	$177.66
New York				
City U. of N.Y.	$112.55	$154.44	$198.33	$188.23
State U. of N.Y.	$ 43.33	$ 97.22	$115.55	$104.33
Pennsylvania				
Penn. State U.	$ 52.22	$ 74.44	$111.11	$ 96.00
Texas				
Texas Tech. U.	$ 96.00	$132.88	$178.11	$163.55
Ohio				
Miami U.	$ 48.89	$ 77.77	$116.11	$109.33
Illinois				
U. of Illinois*	$118.89	$161.11	$206.11	$196.00
Michigan				
U. of Michigan	$ 65.56	$ 87.77	$128.77	$101.33
Florida				
Florida State	$ 68.89	$ 97.77	$142.77	$132.66
New Jersey				
Rutgers	$ 59.33	$101.11	$133.33	$115.44
Massachusetts				
U. of Mass.*	$118.89	$161.11	$206.11	$196.00

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* -- The state GI Bills of Illinois and Massachusetts provide free tuition for veterans in those states at public educational institutions.

NOTE: All data is figured on the basis of a nine-month school year.

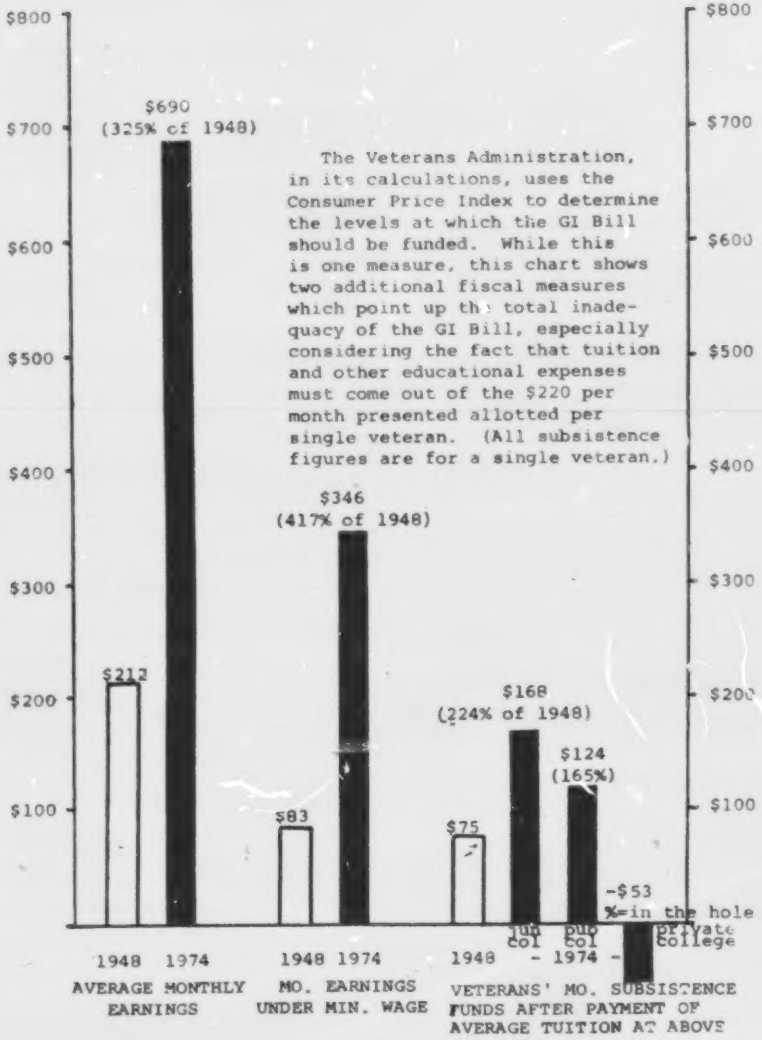
The GI Bill carried benefits, before tuition payment, of:

October 1969 -- $130 per month
October 1971 -- $175 per month
October 1972 -- $220 per month

GI BILL ENROLLMENT IN PRIVATE COLLEGES
WORLD WAR II AND TODAY

	1947-48 Enrollment			1971-72 Enrollment		
	Total	Veterans	Percent Veterans	Total	Veterans	Percent Veterans
Stanford University	15,800	7,011	44%	18,000	291	1.6%
Notre Dame	4,200	3,587	85%	6,439	108	1.7%
Holy Cross	1,079	939	87%	2,379	13	.5%
Harvard	5,600	3,326	59%	6,073	89	1.5%
Yale	5,676	3,365	59%	4,739	37	.8%
Northwestern	21,128	9,941	47%	9,372	90	1.0%
Whittier	1,249	507	41%	1,815	66	3.6%
Johns Hopkins	1,757	1,083	62%	2,020	25	1.2%
St. Olaf	1,660	564	34%	2,650	5	.2%
Univ. of San Fran.	2,250	1,496	66%	4,728	375	8.0%
Xavier University	3,163	1,715	54%	2,918	175	6.0%
John Carroll	2,246	1,488	66%	3,210	187	5.8%
Swathmore	1,068	389	36%	1,166	10	.9%
Pepperdine	4,431	2,299	52%	4,641	639	13.8%
Northeastern	8,806	7,176	81%	29,000	4,400	15.2%
Dartmouth	3,167	1,847	58%	3,987	95	2.4%
New York Univ.	26,438	14,359	54%	10,932	463	4.2%

IS A DESPERATELY NEEDED GI BILL INCREASE INFLATIONARY?

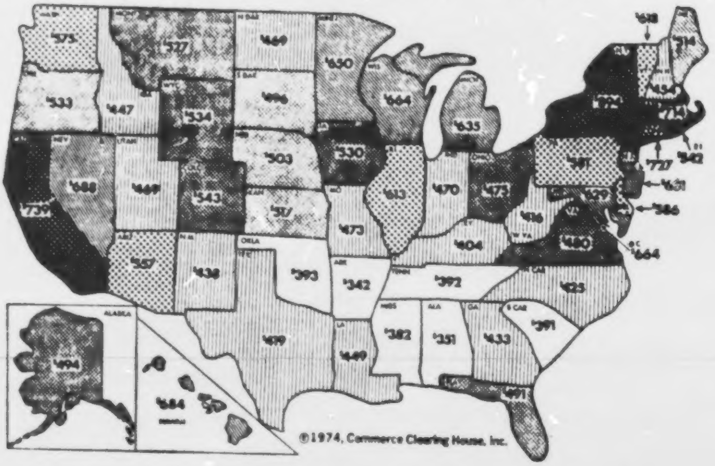


The Veterans Administration, in its calculations, uses the Consumer Price Index to determine the levels at which the GI Bill should be funded. While this is one measure, this chart shows two additional fiscal measures which point up the total inadequacy of the GI Bill, especially considering the fact that tuition and other educational expenses must come out of the $220 per month presented allotted per single veteran. (All subsistence figures are for a single veteran.)

GENERALLY AND FOR HIGHER EDUCATION

THURSDAY, OCTOBER 31, 1974

State and Local Per Capita Tax Burden in Fiscal 1972-73



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State Appropriations Per Capita

FOR HIGHER EDUCATION

	Per Capita Appropriation	Rank		Per Capita Appropriation	Rank
Alabama	$ 44.20	37	Montana	$ 52.04	22
Alaska	107.04	1	Nebraska	55.35	19
Arizona	70.85	3	Nevada	51.87	23
Arkansas	39.97	45	New Hampshire	22.75	50
California	65.33	8	New Jersey	39.50	46
Colorado	66.97	6	New Mexico	54.71	21
Connecticut	43.80	38	New York	64.04	12
Delaware	64.93	9	North Carolina	62.85	14
Florida	50.96	25	North Dakota	49.81	28
Georgia	48.63	33	Ohio	35.95	48
Hawaii	69.35	4	Oklahoma	39.12	47
Idaho	62.88	13	Oregon	57.32	16
Illinois	55.03	20	Pennsylvania*	41.00	44
Indiana	46.36	35	Rhode Island	50.20	27
Iowa	51.76	24	South Carolina	64.86	10
Kansas	55.73	18	South Dakota	47.24	34
Kentucky	50.52	26	Tennessee	41.13	43
Louisiana	49.29	32	Texas	42.26	41
Maine	43.65	39	Utah	64.57	11
Maryland	44.38	36	Vermont	42.81	40
Massachusetts*	34.44	49	Virginia	49.38	30
Michigan	57.61	15	Washington	66.84	7
Minnesota	49.33	31	West Virginia	49.71	29
Mississippi	56.25	17	Wisconsin*	71.69	2
Missouri	41.24	42	Wyoming	67.70	5
			Total U.S.	51.86	

* Estimated appropriation

Estimates of the 1974 population of the states, reported last week by the U.S. Census Bureau, have been used to calculate the per capita appropriations for higher education for 1974-75 and the state rankings shown above. Appropriations figures used were provided by M. M. Chambers of Illinois State University.

State, Local Taxes Rose $55 in 1973

Chicago Daily News

In case you hadn't noticed, your state and local tax payments zoomed upward last year, Commerce Clearing House reports.

The national publishing company, examining Census Bureau data, said the average American paid some $577 in income, property, gasoline, liquor, sales and other taxes last year, $55 more than the previous year.

Altogether, the state and local take was $121.1 billion—more than a third of the $305 billion national budget projected for the year ended June 30, 1973.

As has been usual for the past eight years, New Yorkers paid the most in taxes—an average of $895 per taxpayer, compared to $789 in 1972.

COMPARISON OF VIETNAM VETERAN POPULATION AND VIETNAM VETERAN TRAINING UNDER GI BILL BETWEEN CALIFORNIA AND OTHER LARGE STATES (APRIL 1974)

	Viet Vet Population	State Vet. Pop. as % of Calif. Vet. Pop.	State Vet. Enrollment as % of Calif. Vet Enrollment	Viet Vets Enrolled in Training Under GI Bill-4/74
California	820,000			188,500
New York	513,000	62.6%	39.4%	74,332
Pennsylvania	386,000	47.1%	25.2%	47,536
Texas	386,000	47.1%	36.8%	69,292
Ohio	361,000	44.0%	23.5%	44,386
Illinois	346,000	42.2%	27.3%	51,532
Michigan	286,000	34.9%	20.5%	38,556

V A Comparison Table Discussed in Text

COMPARISON OF WORLD WAR II AND VIETNAM-ERA G. I. BILLS
ADJUSTED TO CONSTANT DOLLARS AS OF NOVEMBER 1973
FOR VETERANS IN ATTENDANCE AT INSTITUTIONS OF HIGHER LEARNING

Period of Service and School Year	Average Tuition	Average Books and Supplies	VA Allowance* (9 Month School Year)	VA Allowance Less Tuition, Books and Supplies: Amount	VA Allowance Less Tuition, Books and Supplies: Difference From World War II	Percent Attending Public Private Institutions
World War II						
1948–49 School Year						
Public	$280	$100	$1,348	$1,348	–	[illegible]
Private	791	100	1,348	1,348	–	[illegible]
Vietnam Era						
1973–74 School Year						
Public	424	150	1,980	1,406	+$58	81
Private	2,095	150	1,980	−265	−1,613	19

*Estimates based on single veteran rate.
Source: Veterans Administration, Department of Veterans' Benefits.

TUITION RATES AT PUBLIC COLLEGES 1973-74

TABLE A.—RESIDENT AND NONRESIDENT UNDERGRADUATE TUITION RATES AT STATE COLLEGES AND UNIVERSITIES 1973-74 ACADEMIC YEAR (WHERE DIFFERENT 1972-73 TUITION RATES IN PARENTHESIS)

	Undergraduate tuition and/or required fees	
	Resident	Nonresident
ALABAMA		
Ala. A&M U	$280(270)	$630(520)
Auburn U	575(450)	1,050(900)
U. of Alabama	510	1,020
Alabama State U	405(345)	630(570)
Florence State U	470(450)	475(450)
Livingston University	430(430)	612(603)
U. of Ala.—Huntsville	575	1,050
U. of Montevallo	460	570
U. of South Alabama	575	867
ALASKA		
U. of Alaska	472(402)	1,072(1,002)
ARIZONA		
Ariz. State U	320	1,210
U. of Arizona	411	1,301
Northern Arizona U	330(304)	995(959)
ARKANSAS		
U. of Arkansas, Fayetteville	400	930
U. of Arkansas, Pine Bluff	400	1,000
Arkansas Polytechnic College	410	940
Arkansas State U	400	700
Henderson State College	400	800
Southern State College	410	680
State College of Arkansas	410	970
CALIFORNIA		
U. of California System	644	2,144
Cal. Maritime Academy	1,300(1,000)	1,600(1,300)
Cal. St. Polytechnic U:		
Pomona	162	1,156
San Luis Obispo	165	1,300(1,100)
California St. Colleges:		
Bakersfield	99	1,100
Dominguez Hills	148(143)	1,256(1,253)
San Bernardino	157	1,270
Sonoma	140	1,345(1,250)
Cal. St. Universities:		
Chico	166(160)	1,276(1,270)
Fresno	168	1,278
Fullerton	160	1,270
Humboldt	163	1,390(1,273)
Long Beach	164	1,390(1,274)
Los Angeles	165	1,736(1,110)
Northridge	164	1,145
Sacramento	160	1,110
San Diego	161	716
San Francisco	164	1,110
COLORADO		
Colorado State U	778(570)	2,069(1,758)
U. of Colorado, Boulder	583(576)	1,959(1,895)
Adams State College	471(456)	1,446(1,431)
Fort Lewis College	433(418)	1,337(1,283)
Metropolitan St. College	330(333)	1,080(1,062)
Southern Colo. St. Coll	474(450)	1,400(1,389)
U. of Northern Colo	427(402)	1,303(1,200)
Western St. Coll. of Colo	350(349)	1,003(1,315)
CONNECTICUT		
U. of Connecticut	715(655)	1,715(1,555)
Central Conn. St. Coll	570	1,410
Southern Conn. St. Coll	524	1,424
Western Conn. St. Coll	450	1,350
DELAWARE		
Delaware St. C	355(345)	930(920)
U. of Delaware	585(475)	1,580(1,350)
DISTRICT OF COLUMBIA		
District of Columbia Teachers Coll	76	1,082
Federal City College	132	852
FLORIDA		
Fla. A&M U	570	1,620
Florida State U	570	1,620
U. of Florida	570	1,620
Florida Atlantic U	570	1,620
Florida Technological U	570	1,620
U. of North Florida	570	1,620
U. of South Florida	570	1,620
U. of West Florida	570	1,620
GEORGIA		
Fort Valley St. C	387(382)	927(922)
Georgia Inst. of Tech	534	1,419
U. of Georgia	630(519)	1,250(1,739)
Albany State College	435	875
Armstrong State College	$405(380)	$945(930)
Augusta College	400(380)	940(930)
Columbus College	396	936
Georgia College	423	963
Georgia Southern Coll	367(361)	787(781)
Valdosta State College	429(387)	969(792)
West Georgia College	417	957
HAWAII		
U. of Hawaii	273(233)	733(743)
IDAHO		
U. of Idaho	380(356)	1,280(1,156)
Boise State College	356	1,296
Idaho State U	276(373)	1,176(1,123)
Lewis Clark St. College	260	840
ILLINOIS		
Southern Illinois U	579	1,437
U. of Ill., Chicago Circle	636	1,626
U. of Illinois, Urbana-Champaign	686	1,676
Eastern Illinois U	598(605)	1,445(1,437)
Governors State U	585	1,650
Illinois State U	611(585)	1,272(1,246)
Northeastern Illinois U	478(520)	1,322(1,306)
Northern Illinois U	603(574)	847(617)
Sangamon State U	472([illegible])	1,133(1,110)
Southern Illinois U. of Edwardsville	589(580)	1,447(1,442)
Western Illinois U	561(558)	1,407(1,404)
INDIANA		
Indiana U	682(650)	1,580(1,490)
Purdue U	700	1,600
Ball State U	630	1,700
Indiana State U	660(600)	1,260(1,110)
IOWA		
Iowa State U	600	1,332(1,230)
U. of Iowa	620	1,350(1,250)
U. of Northern Iowa	608	1,100(1,000)
KANSAS		
Kansas State U	576(706)	1,336(1,066)
U. of Kansas	544(486)	1,334(1,076)
Fort Hays Kansas St. Coll	475(407)	970(802)
Kan. St. Coll. of Pittsburg	390	885(785)
Kansas St. Teachers Coll	394(386)	889(781)
Wichita State U	536(459)	1,327(1,060)
KENTUCKY		
Kentucky State U	455(395)	985(911)
U. of Kentucky	480(405)	1,216(1,120)
Eastern Kentucky U	420(360)	955(875)
Morehead State U	420(380)	950(896)
Murray State U	425(385)	955(881)
North'n Kentucky St. Coll	420(380)	950(876)
Western Kentucky U	420(380)	950(876)
LOUISIANA		
La. St. U	320	950
Southern U	284	814
Grambling College	332	782
Louisiana Tech U	334(318)	914(948)
McNeese State U	290(280)	530(525)
Nicholls State U	307	932
Northeast Louisiana U	282(270)	972(900)
Northwestern State U	302(294)	932(924)
Southeastern Louisiana U	165	480
MAINE		
Maine Maritime Academy	600	1,350(1,200)
U. of Maine:		
Augusta	400	1,400
Farmington	400	1,400
Fort Kent	430	1,430
Machias	400	1,300
Presque Isle	400	1,400
MARYLAND		
U. of Maryland, College Park	690(639)	1,690(1,439)
U. of Md., Eastern Shore	345(320)	695(620)
Bowie State College	570(450)	1,020(655)
Coppin State College	520(335)	970(685)
Frostburg State College	636(420)	1,086(770)
Morgan State College	651(460)	1,051(835)
St. Mary's Coll. of Md	470(460)	720(710)
Salisbury State College	723	1,179(954)
Towson State College	546(436)	996(886)
U. of Md., Baltimore Cty	560(500)	1,560(1,300)
MASSACHUSETTS		
U. of Mass	520(400)	1,320(1,069)
Boston St. College	300(318)	660
Fitchburg St. College	$300(250)	$600
Framingham St. College	300(250)	600
Massachusetts Coll. of Art	405(353)	705(703)
North Adams St. College	357(302)	652
Salem St. College	400(350)	800(700)
Southeastern Mass. U	470(370)	700(550)
Westfield St. College	300(250)	600
Worcester St. College	395(345)	695(645)
MICHIGAN		
Mich. St. U	720(675)	1,620(1,530)
U. of Michigan:		
Freshman-Soph	800(696)	2,000(2,260)
Junior-Senior	904(696)	2,800(2,260)
Wayne St. U	704(660)	1,893(1,857)
Central Michigan U	550(510)	1,200(1,110)
Eastern Michigan U	565	1,353
Grand Valley St. College	517(480)	1,305(1,274)
Northern Michigan U	495	1,260
Oakland U	602(557)	1,562(1,502)
Saginaw Valley College	510(450)	1,790(1,700)
Western Michigan U	540	1,140
MINNESOTA		
U. of Minn	582(550)	1,522(1,456)
Bemidji St. College	453(416)	827 (798)
Mankato St. College	333(307)	580 (555)
Moorhead St. College	333(307)	580 (555)
St. Cloud St. College	330(308)	578 (555)
Southwest Minn. St. Coll	453(416)	824 (787)
Winona St. College	477(430)	873 (834)
MISSISSIPPI		
Alcorn A&M C	450	1,000
Mississippi State U	506	1,106
U. of Miss	516	1,116
Alcorn A & M College	400	1,000
Delta St. College	434(420)	1,034(1,020)
Miss. St. Coll. for Women	474(465)	1,074(1,065)
Miss. Valley St. College	400	1,000
U. of Southern Mississippi	370	970
MISSOURI		
Lincoln U	370(350)	640(620)
U. of Missouri	540	1,540
Central Missouri St. U	315(300)	915(900)
Harris Teachers College	205	NA
Missouri Southern St. Coll	300	710
Missouri Western St. Coll	340	720
Northeast Missouri St. U	280	760
Northwest Missouri St. U	310(300)	680(600)
Southwest Missouri St. U	300	900
MONTANA		
Mont. State U	475(471)	1,376(1,318)
U. of Montana	487(473)	1,387(1,318)
Eastern Montana Coll	450(445)	1,350(1,292)
Montana Coll. of Mineral Science and Technology	378(375)	1,278(1,223)
Northern Montana Coll	430(413)	1,330(1,260)
Western Montana Coll	434(437)	1,334(1,280)
NEBRASKA		
U. of Nebraska	480	1,210
Kearney State Coll	505(463)	865(711)
U. of Neb. at Omaha	[illegible]	1,500(1,218)
Wayne State College	555(443)	915(751)
NEVADA		
U. of Nevada	519	1,719
NEW HAMPSHIRE		
U. of New Hampshire	983(1,033)	2,233
Keene State College	617	1,450
Plymouth St. Coll. of the U. of New Hampshire	714	1,547
NEW JERSEY		
Rutgers U	725	1,310
College of Medicine and Dentistry of New Jersey:		
New Jersey Dental Sch	1,100	1,030
New Jersey Med. Sch	1,135(1,125)	1,775
Rutgers Medical Sch	1,200(1,250)	1,850(1,900)
Graduate Sch. of Biomedical Sci	635	805
Glassboro St. College	535	1,070
Jersey City St. Coll	636	1,171
Montclair St. Coll	679	1,330
Newark Coll. of Engineer	632	1,216
Ramapo Coll. of N.J	674	1,290
Stockton St. College	686	1,701
Trenton State College	640	1,175
NEW MEXICO		
New Mexico State U	486	[illegible]
U. of New Mexico	456	[illegible]
Western New Mexico U	333	[illegible]

	Undergraduate tuition and/or required fees	
	Resident	Nonresident
NEW YORK		
City U. of New York	$70	$620
Cornell U. (statutory)	1,900(1,700)	1,950(1,800)
State U. of New York		
Fresh-Soph	750(740)	1,175(1,165)
Junior-Senior	900(900)	1,400(1,390)
Queens College of City U. of New York	130	1,330(1,030)
State U. of New York		
Empire State College	905(795)	1,468(1,234)
Maritime College	800(600)	1,300(900)
St. U. of N.Y. Colleges		
Brockport	890(740)	1,390(1,165)
Buffalo	887(737)	1,387(1,162)
Fredonia	800(650)	1,300(1,075)
Geneseo	800(650)	1,300(1,075)
New Paltz	875(725)	1,375(1,150)
Old Westbury	800(650)	1,300(1,075)
Oneonta	800(650)	1,300(1,075)
Oswego	800(650)	1,300(1,075)
Plattsburgh	800(650)	1,300(1,075)
Potsdam	895(805)	1,395(1,385)
	245(735)	1,170(1,160)
Purchase	650	1,075
Utica/Rome	800	1,300
NORTH CAROLINA		
N.C. A&T U.	542(525)	2,075(2,074)
N.C. State U.	474(427)	2,034(2,002)
U. of North Carolina	439(422)	1,997
Appalachian St. U.	485(467)	2,070(2,067)
East Carolina U.	438(423)	2,004
North Carolina Central U.	443(421)	2,043(2,021)
Pembroke St. U.	309(190)	1,230
U. of N.C. at Wilmington	368(198)	1,973(1,936)
Western Carolina U.	169(166)	691(698)
Winston-Salem St. U.	490(472)	1,075(1,072)
NORTH DAKOTA		
N. Dak. St. U.	435	1,164
U. of N. Dak.	456	1,184
Dickinson S. College	413(408)	952(943)
Mayville St. College	395	852
Minot St. College	408	917
Valley City St. College	405(396)	947(933)
OHIO		
Kent St. U.	804	2,004
Miami U.	780	1,980
Ohio State U.	750	1,800
Bowling Green St. U.	780	1,179(1,143)
Central St. U.	683(640)	1,188(1,173)
U. of Akron	705	1,605
U. of Toledo	735	1,935
Wright St. U.	780(750)	1,680(1,650)
Youngstown St. U.	630(570)	1,200(1,050)
OKLAHOMA		
Langston U.	337	832
Oklahoma State U.	456	1,236
U. of Okla.	444	1,200
Central St. U.	340	835
East Central St. College	348	843
Northeastern St. College	352(345)	847(840)
Northwestern St. College	332(327)	827(822)
Oklahoma College of Liberal Arts	335	830
Southeastern St. College	355	835
Southwestern St. College	330	825
OREGON		
Oreg. St. U.	491(475)	1,493(1,464)
U. of Oregon	546(534)	1,740(1,503)
Eastern Oregon St. College	549(519)	1,387(1,230)
Southern Oregon College	549(513)	1,392(1,233)
PENNSYLVANIA		
Pennsylvania St. U.	900(885)	2,100(1,995)
Temple U.	1,050(570)	1,950(1,870)
U. of Pgh	1,012(982)	2,002(1,972)
Bloomsburg St. Coll	750(700)	1,500(1,400)
California State College	820(770)	1,570(1,470)
Cheyney State College	415(700)	1,576(1,470)
Clarion State College	750(700)	1,380
East Stroudsburg St. Coll	840(790)	1,470
Edinboro State College	750(700)	1,380
Indiana U. of Pennsylvania	750(700)	1,500(1,400)
Kutztown State College	750(700)	1,380
Lincoln U.	1,018(1,418)	1,718(1,418)
Lock Haven State College	750(700)	1,380
Mansfield State College	NA(760)	NA(1,450)
Millersville State College	750(700)	1,500(1,380)
Slippery Rock State Coll	750(700)	1,500(1,380)
RHODE ISLAND		
U. of Rhode Island	761	1,881
Rhode Island College	400	1,175
SOUTH CAROLINA		
Clemson U.	$640	$1,540
S.C. State C.	480	960
U. of South Carolina	570	1,280
Francis Marion College	410	910
Winthrop College	560(470)	1,220(1,130)
SOUTH DAKOTA		
S. Dak. St. U.	596(510)	1,337(1,132)
U. of S. Dak.	554(500)	1,259(1,076)
Black Hills State College	525(455)	1,058(874)
Dakota State College	550(480)	1,017(836)
Northern State College	397(365)	890(765)
U. of South Dakota at Springfield	492(436)	1,024(896)
TENNESSEE		
Tennessee State U.	351	1,161(1,071)
Austin Peay State U.	318	1,128(1,038)
East Tennessee State U.	378	1,188(1,113)
Memphis State U.	348	1,058(948)
Middle Tennessee State U.	358	1,168(1,078)
U. of Tennessee		
Chattanooga	416(396)	1,226(1,116)
Martin	414(380)	1,224(1,110)
TEXAS		
Prairie View A&M U.	198	1,422
Texas A&M U.	289(279)	1,369(1,359)
Texas Southern U.	346(284)	1,422(1,364)
Texas Tech U.	292(290)	1,444(1,442)
U. of Houston	266(256)	1,346(1,336)
U. of Texas, Austin	378(367)	1,458(1,347)
Angelo St. U.	300(280)	1,380(1,360)
East Texas St. U.	322(250)	1,407(1,330)
Midwestern U.	120	1,200
North Texas St. U.	170(152)	710(692)
Sam Houston St. U.	276	1,356
Southwest Texas St. U.	270(218)	1,350(1,298)
Stephen F. Austin St. U.	280	1,360
Texas A&I U. Kingsville	270(190)	1,350(1,270)
West Texas St. U.	280	1,360
UTAH		
U. of Utah	480	1,155
Utah St. U.	453(438)	963(948)
Weber State College	405	810
VERMONT		
U. of Vermont	1,096(1,086)	2,546(2,536)
Castleton St. College	720	1,850
Johnson St. College	720	1,850
Lyndon St. College	720	1,850
VIRGINIA		
U. of Virginia	622(587)	1,447(1,372)
Virginia Poly. Inst. & State U.	627	1,227
Virginia State C.	600	1,150(950)
George Mason College	690(640)	1,410(1,360)
Longwood College	585(500)	930(850)
Madison College	652(647)	1,077(1,072)
Mary Washington Coll.	792(762)	1,547(1,517)
Old Dominion U.	470	870
Radford College	480(462)	879(861)
Virginia Commonwealth U.	590(540)	1,190(1,080)
WASHINGTON		
U. of Washington	564	1,584
Washington St. U.	564	1,585
Central Washington St. Coll.	495	1,359
E. Washington St. Coll.	495	1,359
Evergreen St. Coll.	495	1,359
W. Washington St. Coll.	495	1,359
WEST VIRGINIA		
W. Virginia U.	310	1,140
Bluefield State College	242(240)	992(990)
Concord College	240	990
Fairmont State College	242(232)	992(982)
Marshall U.	282	1,082
Shepherd College	280	1,030
West Liberty State College	270(250)	1,020(1,000)
W. Va. Institute of Tech	277(260)	1,027(1,010)
West Virginia State Coll.	250	1,000
WISCONSIN		
U. of Wisconsin—Madison		
Freshman-Soph	573(558)	1,996
Junior-Senior	626(598)	2,086(1,906)
U. of Wisconsin		
Eau Claire	604(578)	1,696(1,673)
La Crosse	611(535)	1,653(1,640)
Oshkosh	602(526)	1,644(1,671)
Platteville	$620(544)	$1,662(1,687)
River Falls	627(537)	1,669(1,686)
Stevens Point	519(518)	1,717(1,696)
Stout	604(528)	1,646(1,671)
Superior	610(534)	1,652(1,675)
Whitewater	607(531)	1,649(1,676)
WYOMING		
U. of Wyoming	411	1,377

Sources: National Association of State Universities and Land-grant Colleges and American Association of State Colleges and Universities.

TABLE B.—VIETNAM ERA VETERAN GI BILL ENROLLMENT IN JUNIOR AND 4-YEAR COLLEGES BY STATES BASED ON PARTICIPATION RATES

	April 1973 Vietnam Era veteran population	Percent ever in college under GI bill
1 California	756,000	37.0
2 North Dakota	15,000	36.6
3 Arizona	64,000	34.2
4 New Mexico	32,000	31.0
5 Oregon	81,000	30.0
6 Idaho	22,000	29.3
7 Utah	40,000	29.0
8 Washington	142,000	28.9
9 Wyoming	11,000	28.9
10 South Dakota	15,000	28.7
11 Hawaii	29,000	28.5
12 Colorado	85,000	27.7
13 Oklahoma	91,000	26.3
14 Kansas	66,000	26.2
15 Florida	224,000	26.1
16 Montana	24,000	26.1
17 Texas	355,000	25.7
18 Nebraska	44,000	25.2
19 Michigan	266,000	23.0
20 Wisconsin	130,000	22.1
21 Alabama	90,000	21.9
22 North Carolina	142,000	21.8
23 Missouri	147,000	21.6
24 Illinois	321,000	21.6
25 New York	478,000	21.3
26 Minnesota	133,000	21.2
27 Mississippi	46,000	21.1
28 Maryland	139,000	21.1
29 Louisiana	87,000	20.9
30 Tennessee	118,000	20.4
31 Rhode Island	34,000	20.1
32 Arkansas	53,000	19.9
33 Massachusetts	188,000	19.8
34 Connecticut	95,000	19.6
35 Iowa	83,000	19.2
36 Virginia	156,000	19.4
37 Delaware	20,000	18.9
38 West Virginia	46,000	18.5
39 South Carolina	80,000	18.4
40 Nevada	20,000	17.8
41 Maine	30,000	17.5
42 Georgia	152,000	17.3
43 New Jersey	208,000	17.0
44 New Hampshire	28,000	16.9
45 Ohio	336,000	16.8
46 Pennsylvania	357,000	16.6
47 Kentucky	87,000	16.4
48 Alaska	12,000	15.0
49 Indiana	167,000	14.3
50 Vermont	14,000	14.2

Source: Derived from Veterans' Administration DVB IB 24-73-3, Appendix table 13.

[Subsequently, the following studies were also ordered placed in the record:]

94th Congress }
1st Session }
SENATE COMMITTEE PRINT NO. 25

EDUCATION TUITION ASSISTANCE STUDY

November 1975

A REPORT

PREPARED BY THE

VETERANS' ADMINISTRATION

(Pursuant to Section 105 of Public Law 93–508)

SUBMITTED TO THE

COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE

Vance Hartke, *Chairman*

DECEMBER 3, 1975

Printed for the use of the Committee on Veterans' Affairs

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VETERANS ADMINISTRATION
OFFICE OF THE ADMINISTRATOR OF VETERANS AFFAIRS
WASHINGTON, D.C. 20420

November 21, 1975

LETTER OF TRANSMITTAL

To the President of the United States, the President of the Senate, and the Speaker of the House of Representatives:

In accordance with the provisions of Section 105 of Public Law 93-508, I have the honor of submitting this report of the 1975 Education Tuition Assistance Study.

RICHARD L. ROUDEBUSH
Administrator

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SECTION I. REQUEST FOR STUDY

The Administrator of Veterans Affairs was directed to conduct the 1975 Education Tuition Assistance Study by Section 105 of Public Law 93-508 enacted December 3, 1974. An extract of Section 105 follows.

Section 105. (a) The Administrator shall carry out directly a thorough study and investigation of the administrative difficulties and opportunities or (for) abuse that would be occasioned by enactment of some form of variable tuition assistance allowance program, with reference to such difficulties and abuses experienced by the Veterans Administration after the end of World War II in carrying out the provisions of Veterans' Regulation Numbered 1 (a), relating to the payment of tuition and related expenses for veterans of World War II pursuing a program of education or training under the Servicemen's Readjustment Act of 1944, and to any such difficulties and abuses presently being experienced by the Veterans Administration in carrying out existing tuition assistance programs under Title 38, United States Code, including Chapter 31 vocational rehabilitation, correspondence courses, flight training and PREP, and of ways in which any such difficulties and abuses could be avoided or minimized through legislative or administrative action so as to ensure an expeditious, orderly, and effective implementation of any tuition assistance allowance program.

(b) In carrying out the study and investigation required by subsection (a), the Administrator shall consult with and solicit the views and suggestions of interested veterans' organizations, educational groups and associations, persons receiving assistance under Chapters 31, 34, 35, and 36 of Title 38, United States Code, other Federal departments and agencies, and other interested parties.

(c) The Administrator shall report to the Congress and the President not later than one year after the date of enactment of this Act on the results of the study and investigation carried out under this section, including any recommendations for legislative or administrative action.

SECTION II. BACKGROUND

A. General. Education benefits are provided under three separate programs, namely, Vocational Rehabilitation - Chapter 31, GI Bill - Chapter 34, and Dependents Education - Chapter 35 of Title 38, United States Code. Background on each of the programs follows.

B. Vocational Rehabilitation -- Chapter 31. Program for veterans other than dishonorably discharged from military service with service-connected disabilities.

1. Legislation. Laws which provided basic education assistance for various periods of active military service are:

- Public Law 16, 78th Congress, effective March 24, 1943 for service in the Armed Forces from September 16, 1940 through July 25, 1947.
- Public Law 894, 81st Congress, effective February 1, 1951 for active service between June 27, 1950 and January 31, 1955.
- Public Law 137, 89th Congress, effective October 1, 1965 for service from February 1, 1955 and continuing.

2. Purpose. Vocational Rehabilitation program provides counseling, vocational guidance, and training benefits to veterans for restoration of employability lost by reason of service-connected or aggravated disability for which compensation is payable.

3. Entitlement. Service-connected disabled veterans may receive up to 48 months of education or training -- longer if prescribed by the Administrator -- to restore employability.

4. Allowances. Full cost of training (customary tuition, fees, books, supplies and necessary equipment) is paid by VA directly to the institution, with subsistence allowance paid to the veteran while in training and for two months after rehabilitation. Full-time subsistence benefit for single veteran started at $80 in 1943 and has been periodically increased to the present $209 monthly allowance by Public Law 602, 93rd Congress. Lesser amounts are paid for part-time

training. Additional amounts are paid to veterans with dependents. Section III contains detailed description of current benefits.

C. GI Bill -- Chapter 34. GI Bill is a term used to identify the program created by a series of legislative enactments which have provided education benefits for World War II, Korean conflict, Peacetime Post-Korean conflict, Vietnam era and Post-Vietnam era veterans. Since June 1966, service personnel have also been eligible for training benefits while on active duty in the Armed Forces.

1. Legislation. Three laws which provided basic education assistance for various periods of active military service are:

o Servicemen's Readjustment Act of 1944, PL 346, 78th Congress, which became law June 22, 1944 for World War II service in Armed Forces from September 16, 1940 through July 25, 1947.

o Veterans' Readjustment Assistance Act of 1952, PL 550, 82nd Congress, effective August 20, 1952 for Korean conflict service between June 27, 1950 through January 31, 1955.

o Veterans' Readjustment Act of 1966, PL 358, 89th Congress, effective June 1, 1966 for service from February 1, 1955 and continuing.

2. Purpose. The purpose of each of the three laws has been to provide a program of readjustment assistance for all veterans returning to civilian life whose education or training has been impaired, delayed, interrupted, or interfered with by reason of active military service, or those who desire a refresher or retraining course.

3. Entitlement. Each of the three laws required a minimum service period (90 days for the first two and more than 180 days for the third law), plus a discharge under other than dishonorable conditions. World War II GI Bill provided a minimum of one year of training plus one month for each month of active duty up to a maximum of 48 months. Korean conflict entitlement was 1 1/2 times active duty service up to a maximum of 36 months. Current bills provide entitlement for training at the rate of 1 1/2 times active duty service

up to a maximum 36 months entitlement. The third law is more liberal in the sense that it: provides maximum entitlement after 18 months of service and allows up to nine months additional entitlement for completion of undergraduate studies; provides full benefits without charge to entitlement for training necessary to complete high school, required refresher, remedial or deficiency courses; provides free tutorial assistance, a work-study program and education loans; and allows up to ten years after discharge to initiate and complete training. PL 346 and PL 550 delimiting dates were nine and eight years respectively and final cutoff date was January 31, 1965. In-service personnel are eligible to start using benefits after serving a minimum of 181 days of continuous active duty. Another way in which the last law is more liberal than the original law is that there is no ceiling on combined earnings and training allowance as there was for World War II GI Bill trainees.

4. Allowances. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two methods have been used: (1) tuition allowance up to a maximum allowable rate calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the total cost of subsistence and school charges. The first of these two methods was used for World War II trainees. As of April 1, 1948, veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Accelerated training with additional charge to entitlement was permitted. Lesser amounts were paid for part-time training and there was a ceiling on combined earnings and subsistence allowance. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents. Lesser amounts were paid when the combined subsistence and earnings exceeded those limits.

Due to abuses, frauds, and problems experienced in administering the World War II program (see Section VI) Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method. Effective September 1, 1974, full-time school trainees received a single level monthly payment for both purposes of $270 a month without dependents, $321 a month for trainee with one dependent, $366 a month for trainee with two dependents, and $22 a month for each additional dependent. Lesser amounts are paid for part-time training. Section III provides detailed description of current benefits.

D. Dependents Education -- Chapter 35. Program of education assistance for certain children, wives, or widows.

1. Legislation. Public Law 634, 84th Congress, effective October 1, 1956; Public Law 631, 90th Congress, effective December 1, 1968; and Public Law 584, 91st Congress, effective December 24, 1970.

2. Purpose. To provide training assistance for wives or widows and children of veterans whose death is attributed to service-connected causes or whose service-connected disability is rated permanent and total. Also, spouses and children of service personnel who are missing in action or interned by a hostile foreign government for more than 90 days.

3. Entitlement. Basic entitlement is up to 36 months of full-time training in approved schools and on-job training programs.

4. Allowances. Dependents receive the same benefits as single veterans under the GI Bill -- effective September 1, 1974, full-time school trainees receive monthly assistance of $270 toward school costs and subsistence. Lesser amounts are paid for part-time training.

SECTION III. EDUCATION BENEFITS AND WORKLOAD

A. Benefits.

1. Vocational Rehabilitation - Chapter 31. Full cost of training (customary cost of tuition, fees, books and supplies) for service-connected disabled veterans is paid by the VA directly to the school. They are also provided counseling assistance in selecting a suitable objective and planning a program of rehabilitation training. While in training they are provided continuing help by vocational rehabilitation specialists. Employment assistance is provided following completion of training. In addition to the full cost of training, they receive a subsistence allowance while in training and for two months after rehabilitation. Amount of subsistence allowance depends on the type of training and dependency status. Lesser amounts are paid for part-time training. Table below shows monthly subsistence rates in effect March 1975 for the various training categories.

Monthly Subsistence Allowance Rates -- March 1975

Type of Training	No Dependents	One Dependent	Two Dependents	Each Additional Dependent
Institutional Full-Time	$209	$259	$304	$22
Institutional 3/4 Time	157	194	229	17
Institutional 1/2 Time	105	130	152	11
Farm Cooperative, Apprenticeship, or Other On-Job Training [1]	182	220	254	17

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[1] Subsistence allowance for apprentice or other on-job training may not exceed the difference between the monthly wage, exclusive of overtime, and the entrance journeyman wage for the objective.

2. GI Bill - Chapter 34. Trainees are paid a single level monthly payment that represents assistance toward both the cost of training and living expenses (subsistence). Lesser amounts are paid for part-time training. Counseling assistance is available. VA sponsors a work-study program that enables full-time veteran students to earn up to $1875 per fiscal year for services performed during or between periods of enrollment. There is no limitation on earnings. A loan program provides for a maximum loan of up to $600 per academic year with liberal repayment and interest provisions. Table below shows monthly rates in effect during March 1975 for the various training categories.

Monthly Rates for Veterans and In-Service Personnel - March 1975

Type of Course	No Dependents	One Dependent	Two Dependents	Each Additional Dependent	In-Service Personnel
Institutional:					
Full-Time	$270	$321	$366	$22	$270 1/
3/4 Time	203	240	275	17	203 1/
1/2 Time	135	160	182	11	135 1/
Less than 1/2 but More than 1/4	135 1/	---	---	--	135 1/
1/4 Time or Less	68 1/	---	---	--	68 1/
Cooperative:					
Full-Time Only	217	255	289	17	2/
Farm Cooperative:					
Full-Time	217	255	289	17	2/
3/4 Time	163	191	218	13	2/
1/2 Time	109	128	145	9	2/
On-the-Job and Apprenticeship:					
1st 6 Months	196	220	240	10	2/
2nd 6 Months	147	171	191	10	2/
3rd 6 Months	98	122	142	10	2/
4th and Succeeding 6 Month Periods	49	73	93	10	2/

Flight Training: Allowance payable is 90% of the established charge for tuition and fees. Entitlement is charged at the rate of one month for each $270 allowance paid.

Correspondence: 90% of established charge for number of lessons completed. Allowances paid quarterly. Entitlement is charged at the rate of one month for each $270 allowance paid.

1/ The rate for these courses may not exceed the monthly pro rata cost of the course as specified in VA Regulation 14136(B), or the rate listed here, whichever is the lesser.

2/ These courses are not available to in-service personnel.

3. Dependents Education - Chapter 35. Basic rates for dependents are the same as for veterans without dependents under the GI Bill. In addition, special restorative training is provided (full-time only). Restorative training rate may be accelerated with corresponding reduction of entitlement. Basic monthly rate of $270 may be increased by the amount which monthly tuition and fee charges exceed $85. Entitlement is reduced by one day for each $9.02 paid in excess of the basic $270 monthly rate.

B. Workload.

1. Persons in Training. Following table shows the persons in training with composition by full-time, part-time and correspondence for Vocational Rehabilitation - Chapter 31, GI Bill - Chapter 34, and Dependents Education - Chapter 35 programs as of April 30, 1975. Table also shows breakout of trainees in "combination" and "single purpose" education allowance categories. Combination education allowance is defined as the payment received by that category of trainees whose allowance is to be used toward payment of both tuition and subsistence, e.g., college or residence school trainees attending on a half-time or more basis. Single purpose education allowance is defined as the payment received by that category of trainees whose allowance is limited to cost of course such as tuition for service personnel in training; veterans or dependents training less than half-time, flight, or correspondence training; and allowance representing subsistence only for on-job training. Most pending or previously proposed tuition assistance legislative proposals would have been applicable only to the combination education allowance category.

PERSONS IN TRAINING BY PROGRAM OF TRAINING AS OF APRIL 30, 1975

Basis for Education Allowance and Training Time or Correspondence Status

(Thousands)

Program	Total	Full-Time	Resident Part-Time	Correspondence
Total - All Programs				
Persons in Training	1,871.0	1,041.5	548.8	280.8
Combination Allowance 1/	1,391.6	916.4	475.1	
Single Purpose Allowance 2/	479.5	125.0	73.6	280.8
Vocational Rehabilitation (Chapter 31)				
Persons in Training	16.2	13.7	2.5	
Combination Allowance	15.5	12.9	2.5	
Single Purpose Allowance	.8	.8		
GI Bill (Chapter 34)				
Veterans in Training	1,698.0	964.2	519.1	214.7
Combination Allowance	1,314.6	849.3	465.3	
Single Purpose Allowance	383.4	114.9	53.9	214.7
Service Personnel in Training (Single Purpose Allowance Only)	94.2	9.1	19.2	65.9
Dependents (Chapter 35)				
Persons in Training	62.6	54.5	7.9	.3
Combination Allowance	61.5	54.2	7.3	
Single Purpose Allowance	1.2	.3	.6	.3

NOTE: Totals may not add due to rounding.

1/ Combination education allowance includes funds to be used toward payment of subsistence and tuition. Includes all veterans and dependents in school training except those in flight or correspondence training and veterans or dependents training on a less than half-time basis.

2/ Single purpose education allowance provides funds only for tuition for all service personnel in training, for veterans or dependents in flight or correspondence training, and veterans or dependents training on a less than half-time basis. Funds for subsistence only are provided for on-job training.

2. Other Education Data. Appendix E is copy of Information Bulletin 20-75-5, Veterans Benefits under Current Educational Programs, April 1975, which contains detailed statistical data about the VA education programs.

SECTION IV. SURVEY OF PERSONS RECEIVING EDUCATIONAL BENEFITS

A. Study Protocol and Procedures.

1. Scope. The survey was designed to obtain the views of trainees enrolled under Chapters 31, 34, and 35, concerning various alternative methods of providing VA educational assistance.

2. Study Population. The study population is limited to residence school trainees who were in training in March 1975 on a half-time or greater basis. All other current trainees would not be directly affected by the proposals for alternative methods of providing educational assistance. The study population consists of 1,316,737 persons [1] who were training under programs authorized under Title 38, United States Code, as follows:

- Post-Korean veterans training under Chapter 34 - 1,244,210

- Service disabled veterans taking rehabilitation training under Chapter 31 - 11,588

- Eligible spouses and sons or daughters training under Chapter 35 - 60,939

Trainees not included in the study population are those taking:

- Flight training

- Farm training

- Apprentice or other on-job training

- Residence school trainees enrolled on less than a half-time basis

- Chapter 31 trainees in Hawaii or the Philippine Republic
- Correspondence training

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[1] These counts differ slightly from those discussed in Section III which are as of April 30, 1975, whereas the survey is based on persons in training during March 1975.

- Any trainees in foreign countries

The vast majority of trainees in the study population were attending college. Chapter 35 trainees have the higher percentage (91.4 percent) attending college, followed by Chapter 34 (88.6 percent) and Chapter 31 (82.4 percent). Trainees, whether in college or in other residence schools, are heavily concentrated in public institutions. An exception is noted for other residence school trainees under Chapter 31 (see Appendix A, Table 1) where the trainees in private schools outnumber those in public schools.

3. Sampling Plan and Procedure. The study population was partitioned into components or cells. Each Chapter (e.g., 31, 34, 35) contains four cells. The characteristics and sample size of these cells are as follows:

Cell	Sample Size		
	Chapter 31	Chapter 34	Chapter 35
COLLEGE			
Public institution	500	1,000	500
Private institution	500	1,000	500
OTHER RESIDENCE SCHOOLS			
Public institution	500	1,000	500
Private institution	500	1,000	500

A sample of trainees was taken from each of the three Chapters for each of four cells. Five hundred trainees were selected at random from Chapters 31 and 35 for each cell. Each Chapter 34 cell contains 1,000 trainees. The total sample size was 8,000 trainees.

4. Survey. A questionnaire was sent to each of the 8,000 trainees selected in the sample. Most of the questions were of the multiple choice type. Questions on sources of income, amount of expenses and credit hours taken required a numeric response. Trainees who failed to respond to the initial questionnaire were sent a second one. This version contained the same questions as the initial questionnaire, but had a different cover letter. A third and final questionnaire was sent to residual nonrespondents. Appendix B contains the initial questionnaire with the two additional variations of the cover letter.

The cover letter explains the broad purpose of the survey, gives brief instructions concerning completing and returning the document, and makes a pledge of confidentiality regarding individual responses.

General information explaining the reason for the survey and explaining the differences in method and amount of payment for Current Benefits is given on page two of the questionnaire.

5. Responses. There were 5,912 trainees who responded with a properly completed questionnaire. This represents an overall 73.9 percent response rate. When discounted for 364 trainees whose questionnaires were returned by the Post Office as undeliverable, the adjusted response rate increases slightly to 77.4 percent. Trainees under Chapter 35 responded at a slightly higher rate than trainees from Chapter 31 or Chapter 34 (see Appendix A, Table 1). The unadjusted response rates were fairly uniform, ranging from a low of 65.0 percent for Chapter 31 trainees in private residence schools other than college to a high of 81.8 percent for Chapter 35 trainees attending a private college or university.

B. Survey Conclusions. The following conclusions were drawn based on responses to survey data submitted by persons receiving VA educational benefits:

o Practically all the trainees (19 of 20) under Chapters 34 and 35 prefer their current payment system. Most of the Chapter 31 trainees (7 of 8) prefer their current payment system.

o Location of school and field of study offered were reported to have been more important considerations than cost of tuition in the veterans' choice of training facility. However, trainees under the GI Bill tend to seek the lowest cost schools and therefore have a lower average cost for tuition and fees than is average for all residence school trainees, within both the public school and the private school categories.

o Veterans who train in private colleges under the GI Bill tend to find training opportunities which have an average cost of tuition and fees which is much lower than is average for all trainees in private colleges.

o Hardly any trainees (less than three percent) reported that they entered training because of the extra income they would get while in training. Most trainees said that they entered training for reasons related to improvement of their competitive status in the labor market.

C. Summary of Findings.

1. General Information. Most trainees under VA education programs said that they entered training for reasons related to improvement of their competitive status in the labor market. Less than three percent said that they were attracted by the prospect of extra income while in training (training allowances provide extra income over and above the cost of training).

More than half of the GI Bill trainees in residence schools on a half-time or greater basis (52.5 percent) selected their school on the basis of geographic location. The next most important reason for choice of school was the field of study provided. The school's reputation and the low cost of tuition were each cited as the principal reason for selection of their school by almost one of ten trainees under Chapters 34 and 35 (where the trainees pay their own tuition from the standard education assistance allowance).

The most striking difference between the three VA education programs in respect to type of school attended is that veterans training under the GI Bill tend to utilize junior colleges [1] to a greater extent than trainees under the other two programs (43.7 percent for Chapter 34; 21.5 percent for Chapter 31; and 29.5 percent for Chapter 35). Conversely, the other two programs had a larger percentage of trainees in undergraduate schools other than junior colleges (46.5 percent for Chapter 31; 55.0 percent for Chapter 35; and 32.1 percent for Chapter 34).

Comparison of average tuition payments for full-time college trainees under the GI Bill with data provided by the Office of Education representing all full-time undergraduate students, indicates that rates paid by veterans are substantially lower than the average for all undergraduate students, particularly those enrolled in private schools. These data indicate that veterans tend to seek schools with lower charges both within the public school group and within the private school group. This is particularly true for veterans who entered college during the past year when the preponderance of new entries were in public junior colleges.

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[1] Nationwide, there was a dramatic increase in the usage of junior colleges under the GI Bill during the last year, from 45 percent in April 1974 to 58 percent in April 1975 (see VA Department of Veterans Benefits Information Bulletins 20-74-3, April 1974, and 20-75-5, April 1975.

2. Veterans Preference for Benefits Payment Procedure. When trainees under Chapter 31 and trainees under Chapters 34 and 35 were asked whether they would like to change their current benefits payment procedure for a procedure comparable to one being used to pay those trainees under the "other" VA education program, approximately 92 percent of the Chapter 31 trainees and 95 percent of the trainees under Chapters 34 and 35 indicated that they would prefer to keep their current payment procedure.

The approximately five percent of the Chapters 34 and 35 trainees who expressed desire to change their payment system were asked other questions concerning payment preferences. Their responses are summarized as follows:

o Trainees generally would prefer that tuition and fees be paid directly to the school when a separate allowance is provided for the cost of tuition.

o Only two of five public school trainees whould elect a separate payment of tuition and fees if such payment were limited to $700 per regular school year.

o Nearly half of the private school trainees would want payment of at least $3,000 for tuition and fees per regular school year if separate payment were to be authorized.

o More than half the trainees were opposed to a payment formula which would limit payment for tuition and fees to 80 percent of the school's yearly tuition and fees charged, up to $1,000 after excluding the first $100 of tuition and fees.

o Two of five responding trainees indicated that they would change to a higher cost school if separate payment for tuition and fees were authorized. (To place this preference in proper perspective, it is necessary to recognize that the trainees giving an affirmative answer to this alternative represent less than three percent of the total number of respondents to the survey, including those who favor the current payment system.)

o Nearly two of three respondents agree that a full semester should be charged to a trainee's entitlement when he/she terminates his/her enrollment early, but after the tuition refund period has expired.

o About three of five college trainees would favor a provision for accelerated payment of tuition and fees with a proportionate reduction of their training entitlement, while approximately three of five trainees in other residence schools would oppose such a provision.

o More than seven of ten respondents oppose a ceiling on their combined gross earnings and education assistance allowance. Since this provision was an integral part of the World War II benefits payment system, it would appear that even trainees who ostensibly favor the earlier payment system are, on balance, opposed to it.

D. Detailed Analysis of Survey Data.

1. General. Before asking the trainees to express a preference between various alternative methods of providing VA educational assistance, several questions were asked to establish the trainees principal reason for entering training and for his/her choice of school, the type of school currently attended and his/her year of academic attainment.

2. Principal Reason for Entering Training. The principal reason for entering training differs substantially between the three VA education programs (see Appendix A, Table 2).

a. Trainees under the GI Bill (Chapter 34) were primarily concerned with increasing their education or vocational skill (62.0 percent), while a lesser percentage of GI Bill trainees wanted to learn a new profession or skill (24.5 percent).

b. Service disabled veterans taking vocational rehabilitation training (Chapter 31) were more concerned with learning a new profession or skill (45.5 percent), while a lesser percentage were seeking to increase their education or vocational skill (40.2 percent). This larger percentage seeking a new profession or skill is no doubt due to the limiting effect of their service-connected disabilities which make it necessary for them to change their type of job.

c. Veterans' survivors and dependents, training under Chapter 35, reported the largest proportion wanting to increase their education or vocational skill (75.4 percent) with a much lesser percentage seeking to learn a new profession or skill (16.3 percent): this indicates that a higher proportion of Chapter 35 trainees are beginners in the labor force.

It is particularly interesting to note that less than three percent of the trainees in either of the three VA programs reported that they entered training to obtain extra income while in training (VA allowance provides an income over and above the cost of training).

3. Principal Reason for Selection of School. More than half of the GI Bill trainees (52.5 percent) selected their school on the basis of its geographic location; slightly more than 2 of 5 trainees under the other two VA education programs cited this reason. The next most important reason for choice of school was "the field of study" provided (see Appendix A, Table 3). The school's reputation and the low cost of tuition were each cited as the principal reason for selection of their school by almost one of ten trainees under Chapters 34 and 35 (where the trainee pays his/her own tuition from the standard education assistance allowance).

4. Type of School Attended. The most striking differences between the three VA education programs as regards the type of school attended is that veterans training under the GI Bill tend to utilize junior colleges to a greater extent than trainees under the other two programs (43.7 percent for Chapter 34; 21.5 percent for Chapter 31; and 29.5 percent for Chapter 35). Conversely, the other two programs had a larger percentage of their trainees enrolled in undergraduate schools other than junior college (46.5 percent for Chapter 31; 55.0 percent for Chapter 35; and 32.1 percent for Chapter 34). The percentage enrolled in graduate school was

relatively low for all three programs (6.8 percent for Chapter 31; 5.7 percent for Chapter 34; and 2.6 percent for Chapter 35). Of the three programs, Chapter 31 had the highest percentage of trainees attending business, vocational or trade schools (see Appendix A, Table 4).

5. Class Standing of College Level Trainees (Spring 1975). Two-thirds of the GI Bill college level trainees (Chapter 34) are in the first or second year of undergraduate or first professional training. Service disabled veterans taking vocational rehabilitation training under Chapter 31 have the highest percentage of college trainees in the fourth year of undergraduate or first professional training (see Appendix A, Table 5).

6. Cost of Tuition and Fees, Books, Supplies and Equipment per School Year. The average cost for school expenses during the school year for full-time trainees is shown in Tables 6 and 7 of Appendix A for veterans who reported an amount for such expenses. However, comparison of these average or median tuition payments with data provided by the Office of Education (Department of Health, Education and Welfare) representing all undergraduate college students indicates that the rates paid by veteran college trainees are substantially lower than the average for all undergraduate college students. This is particularly true for full-time trainees attending private schools.

Average tuition and fees for a full-time undergraduate trainee in school year 1974-75 was estimated by Office of Education to be $2,381 in private colleges and $482 in public colleges (see Table 45 in Projection of Educational Statistics to 1983-1984, 1974 edition, National Center for Education Statistics, Publication No. 75-209). In contrast, the average tuition and fee charges reported for full-time veteran college trainees in this survey was $1,396 for trainees in private schools and $418 for those in public schools.

More than one of five (21.5 percent) of the full-time Chapter 34 trainees attending a private college report paying tuition and fees of less than $750 per school year. A special attempt was made to contact these veterans and determine whether the data were correctly reported. The results of this follow-up review indicate that most of these trainees are either in a special program (such as the College Accelerated Program for Police Officers at New York Institute of

Technology, Old Westbury) or are attending a private college or university which charges a very low tuition (typically, a bible college, seminary or religious affiliated school). Some private colleges have a special low rate for residents of a particular jurisdiction. However, the data had been incorrectly reported for some veterans. Deletion of the incorrectly reported cases would have the effect of reducing the 21.5 percent by approximately five percentage points, indicating that about one of six, rather than one of five, veterans in a private college or university are paying less than $750 per school year for tuition and fees. An in-depth study would be required to obtain information on a sufficiently large group to firmly establish the differences in amount of tuition and fees paid to private colleges and universities by veterans and nonveteran students.

A further observation concerning the amount of tuition paid by veterans is that many veterans apparently paid no tuition, particularly those in public colleges. We cannot distinguish on a definitive basis between questionnaires which are blank in question six because the veteran did not wish to report the information and those which are blank because there is no expenditure for tuition and fees. However, the difference in the percentage of total cases in that category between the various sample cells might be interpreted to indicate that some cells have a disproportionately large number of veterans who are paying no tuition (see Appendix A, Table 8). The significant implication for this study is that such veterans would receive substantially less financial support from the VA if separate payments were made for tuition and subsistence, similar to the plan used for Chapter 31 trainees.

7. Veterans Income and Living Expenses While in School. Although the questionnaire included questions on income and living expenses while in school, those data are not presented in this report. The diversity of situations involving number of dependents, working spouses, and training time must be taken into account before these data can be accurately assessed. The sample size used for this study proved to be inadequate to support this depth of analysis for items of income and expense.

8. Veterans Preference for Benefits Payment Procedure. Persons training under the three VA educational programs are paid benefits on two basically different systems. The first

system, used for payment of trainees under Chapter 31, represents a continuation of the payment system used under the original GI Bill for WW-II veterans. Basically, this system pays all school costs directly to the school and gives the veteran a monthly subsistence allowance for use toward payment of his living expenses. The other system, used in payment of benefits to trainees under Chapters 34 and 35, makes a single payment to the trainee each month for all purposes, school charges as well as living expenses. Although this report considers several variations of these two systems, basically the choice the trainee is asked to make is between these two payment systems. In making this choice, it is likely that the trainee was strongly motivated by his assumptions as to which payment system would be most lucrative for him/her.

In questions eight and nine of the questionnaire (see Appendix B), Chapter 34 or 35 trainees are asked whether they wish to retain their current payment system or change to the other basic payment system. Trainees reporting that they prefer to retain the present system were not asked to respond to alternative innovations of the system they would reject (see questions 10 through 16 of Appendix B).

9. Service Disabled Trainees Enrolled Under Chapter 31. An overwhelming majority (86.8 percent) of the Chapter 31 trainees indicated a preference for their present payment system. Another 4.9 percent preferred their current payment system except that they would like the payment for tuition to go through their hands on the way to the school. Less than one in ten Chapter 31 trainees wish to shift to the payment system used for the GI Bill trainees, with one exception; slightly more than one of ten public school trainees would like to change to the GI Bill payment system (see Appendix A, Table 9).

When responses are counted by type of school in which the trainee is enrolled, a larger proportion (about one of six) of the junior college trainees would like to shift to the GI Bill payment system. It is obvious that these are trainees who would gain most from such a change since they generally pay lower than average tuition and could pocket the difference (see Appendix A, Table 10).

10. Trainees Enrolled Under Chapters 34 and 35. Nearly 19 of 20 trainees under Chapters 34 or 35 favor retention of the present benefits payment system (see Appendix A, Table 11); however, trainees in private schools tend to favor a change to the other basic payment system at twice the rate of trainees in public schools (9.5 percent versus 4.6 percent for Chapter 34 trainees). Little difference exists between college students and other residence school trainees in terms of percent favoring retention of the present system (see Appendix A, Tables 12 and 13). When a comparison is made by type of school attended, trainees in graduate school expressed the highest preference (13.9 percent) for a shift to the other basic payment system (see Appendix A, Table 14).

11. Responses to Specific Hypothetical Situations Concerning Payment of Education Benefits. Trainees enrolled under Chapters 34 and 35 who indicated a preference for a change in the present method of payment were asked to express further preferences in a series of questions related to specific alternative methods of payment for VA education assistance. Since only a small percentage (about 5 percent) of the trainees expressed a preference for a change in the present method of payment, the number of veteran responses concerning these alternative methods of payment is correspondingly small. These responses represent the views of trainees who expressed a preference for a changed method of payment and their preferences are not necessarily applicable to the larger number of trainees who prefer to keep their current system of payment.

a. First Hypothetical Situation. Trainees were asked whether they would prefer that the Veterans Administration make payment of tuition and fees directly to the school or directly to the trainee. More than six of ten (60.8 percent) trainees preferred that the tuition and fees payment be sent directly to the school. Among Chapter 35 trainees, the choice was more evenly divided (see Appendix A, Table 15).

b. Second Hypothetical Situation. Trainees were asked to indicate whether they would prefer separate payment of tuition and fees if the amount of such payment were to be the actual cost of tuition and fees charged by the school, up to several alternative specified limits. Trainee preference was tabulated on the basis of the lowest hypothetical amount for which the trainee gave an affirmative response (i.e., threshold of preference for separate payment of tuition and fees).

Only one of five trainees (20.8 percent) in private schools would elect separate payment of tuition and fees if such payment were limited to $700 per regular school year, compared to two of five trainees (41.0 percent) in public schools who would elect separate payment at that payment level. Conversely, nearly half of the private school trainees (48.3 percent) would want payment of at least $3,000 for tuition and fees compared to one of five public school trainees (20.2 percent) who specified that payment level (see Appendix A, Table 16).

c. Third Hypothetical Situation. Trainees were asked whether they would still prefer separate payment for the cost of tuition and fees if the amount of the VA payment were to be limited to 80 percent of the school's yearly tuition and fee charges up to $1,000 after excluding the first $100 of tuition and fees. More than half (57.0 percent) were opposed to this payment formula. As expected, the percent of trainees opposed was higher among those who were paying more than $1,000 in tuition and fees than among those paying less than $1,000 (67.3 percent versus 52.6 percent, respectively). See Appendix A, Table 17.

d. Fourth Hypothetical Situation. Trainees who responded affirmatively to any alternative in situations two or three above were asked if they would change to a higher cost school if that alternative were to be enacted into law (see Appendix A, Table 18). Two of five responding trainees indicated that they would change to a higher cost school. To place this preference in proper perspective it is necessary to recognize that the trainees giving an affirmative answer to this alternative represent less than three percent of the total number of respondents to the survey (including those who favor the current payment procedure).

e. Fifth Hypothetical Situation. Trainees were asked whether or not they agree that a full semester should be charged against a trainee's entitlement if he/she terminates his/her enrollment early, but after the tuition refund period has expired. Nearly two of three respondents to this alternative (65.0 percent) agreed that a full semester should be charged (see Appendix A, Table 19).

f. Sixth Hypothetical Situation. Trainees were asked whether they would favor a provision for accelerated payments for tuition and fees with proportionately greater reduction of their training entitlement. Most respondents to this question who are in college (63.5 percent) favor this proposal, while the majority of trainees in other residence schools (59.2 percent) oppose it (see Appendix A, Table 20).

g. Seventh Hypothetical Situation. Trainees were asked whether they would agree that, as under the World War II GI Bill, a ceiling should be placed on the combined amount of education assistance and gross monthly earnings: trainees whose gross monthly earnings while in school exceed a reasonable living expense as established by law would receive full support for tuition and fees but the amount which the Veterans Administration would pay for subsistence would be reduced or eliminated by the ceiling.

More than seven of ten respondents to this question (70.7 percent) oppose a ceiling on their combined earnings and education assistance allowance (see Appendix A, Table 21). Since this provision was an integral part of the World War II benefits payment system, it would appear that even trainees who ostensibly favor the earlier system are, on balance, opposed to it.

12. Sampling Error. Table 22 of Appendix A contains standard errors for varying combinations of sample size and estimated percentages (P). Standard errors from this table are applicable to situations where there are two classes or categories and the percentage in each category, when summed, equal one hundred percent.

In order to obtain the applicable standard error from Table 22, determine the sample size of the group (of trainees) under consideration (see Appendix A, Table 1). If the actual sample size falls between those given in Table 22, use the smaller of the two. Similarly, if the estimated percentage falls between the values given in the tables, select the standard error from the column containing the larger of the two percentages. This procedure tends to provide an estimate of the standard error that is slightly greater than the actual standard error.

To obtain a 95 percent confidence interval around the percentage estimated from the sample, multiply the standard error obtained from Table 22 by 1.96. Add to and subtract from the percentage this amount. The resulting figures provide the upper and lower limits of the confidence interval. As an example, suppose we are interested in the percent of Chapter 34 private school trainees who prefer a payment procedure comparable to the Chapter 31 procedure (see Appendix A, Table 11) versus those who prefer the present system. From Table 11, the percent of private school trainees who prefer the procedure comparable to Chapter 31 is 9.5 percent. From Table 1 the number of Chapter 34 private school trainees who responded to the survey is 1,432 (767 college level plus 665 other residence school respondents). Since the number of respondents for these private school trainees falls between 1,250 and 1,500, select the lower of the two (i.e., 1,250). The 9.5 percent perferring Chapter 31 procedure falls between 5 percent and 10 percent, therefore, select the larger of the two percentages (i.e., 10 percent). The standard error is 0.8 percent for a sample size of 1,250 and a percentage of 10. Multiply the standard error by 1.96 to obtain a 95 percent confidence interval of 9.5 plus and minus 1.6 percent. The range of this confidence interval is from 7.9 percent to 11.1 percent. We, therefore, have 95 percent confidence that the true percentage of Chapter 34 private school trainees who prefer a payment procedure comparable to the Chapter 31 procedure is between 7.9 and 11.1 percent.

Standard errors for mean tuition and fees in Table 6 are shown in Table 23 and standard errors for mean cost of books and supplies in Table 7 are shown in Table 24.

SECTION V. SURVEY OF PUBLIC REACTION TO METHOD OF BENEFITS PAYMENT

A. Participation Rate. Forty-four organizations were sampled to survey public reaction to the method of benefits payment for VA education programs. Sample included 11 Veteran Organizations, 4 Federal Agencies and 29 Education Groups. Survey participation rate was a low 41 percent as only 18 of the 44 solicited indicated preferences to specific items identified for comment in the letter. Six respondents declined comment for lack of competence, resources, or a formal position on these matters. Table below shows survey participation by type of organization contacted.

Organization	Letters Sent	Responses	Preferences Indicated	Participation Percentage
Veteran Organizations	11	5	4	36.4
Federal Agencies	4	4	4	100.0
Education Groups	29	15	10	34.5
Total	44	24	18	40.9

B. Letter to Organizations. Appendix C shows a copy of the letter and contains a listing of organizations surveyed. Although our inquiry was unstructured, our letter requested that they address their comments to specific items under following three general categories to aid our analysis and summarization of responses:

- Calculation and Payment of Education Assistance
- Administrative Procedures
- Other Comments

Not all organizations indicated preferences for all items, therefore, the number of preferences by item may not equal total (18) indicated above. Succeeding paragraphs provide a summary of responses by item under the three categories. Copies of all responses received by November 20 are included as Appendix D.

C. Calculation and Payment of Education Assistance. Items identified in subsequent paragraphs were directed toward some alternate methods of calculating and paying education assistance benefits.

1. Payment Plan Preferred. Data below summarizes responses to item: "State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice."

Organizations Preferring Separate Tuition Allowance with Reduced Subsistence:

Federal Agency	- 1:	Department of Labor
Education Groups	- 2:	Association of American Universities Association of American Colleges
Total	3	

Organizations Preferring Present Combined Level Payment Plan:

Federal Agencies	- 3:	Department of Defense Department of Health, Education and Welfare Department of the Treasury
Education Groups	- 5:	American Association of State Colleges and Universities National Association of State Universities and Land Grant Colleges Mid-America State Universities Association National Association of State Approving Agencies Council of North Central Community and Junior Colleges
Total	8	

Another seven organizations did not reply to the question as presented, however, all imply favoring separate tuition allowance with some modifications. Their comments are interpreted as falling in the following two categories:

Organizations Favoring Separate Full Tuition Allowance Without Reduction in Existing Education Allowance:

Veteran Organizations	- 2:	Catholic War Veterans American Veterans of World War II-Korea-Vietnam (AMVETS)
Education Group	- 1:	American Association of Community and Junior Colleges
Total	3	

Organizations Favoring Separate Limited Tuition Allowance Without Reduction in Existing Education Allowance:

Veteran Organizations	- 2:	The American Legion Veterans of Foreign Wars
Education Groups	- 2:	American Council on Education Great Lakes Colleges Association
Total	4	

2. Reasons Cited by Organizations Preferring Separate Tuition Allowance. Replies include:

- Higher tuition costs at private institutions
- Increases student's choice of school
- Avoids student receiving support in excess of charges
- Would equalize subsistence allowance for all VA trainees
- Should help correct enrollment ratio of veterans and nonveterans at independent schools
- Separate tuition payments would help equalize opportunity for veterans education in all states regardless of state education systems

o Veterans attend low cost public institutions as very few can afford private colleges and universities

o Would eliminate confusion as to amount allowed for subsistence and/or tuition and fees

3. Reasons Cited by Organizations Preferring Combined Payment Plan. Responses include:

o A single combined payment check minimizes record keeping and results in lower administrative costs for schools and the government

o Provides equal education benefits for all veterans and dependents under GI Bill

o Makes individuals responsible for tuition payments instead of having schools act as collection agents

o Affords students, at their option, the flexibility of using education allowance for contribution toward tuition or subsistence costs, as needed

o Combined payment is noninflationary -- variable tuition rewards proprietary schools charging high tuition and encourages increased charges

o Schools would tend to raise fees under separate tuition allowance

o Veterans are treated as any other student and school does not deal with the government

o Variable tuition plan is discriminatory against low-tuition colleges and the taxpayers who support them

o Variable tuition plan invites "fly-by-night" profit-making schools to spring up and take advantage of GI benefits

o Could delay receipt of tuition payments by the schools

4. Payment Recipient Preferred. Organizations indicated preference for having separate tuition payments sent directly

to the school by their response to item: "If you favor separate tuition payments, indicate your choice, giving reasons, of having payments sent (1) directly to the school, or (2) directly to the student."

Organizations Favoring Separate Tuition Payments Sent Directly to the School:

Veteran Organizations - 3: The American Legion
Catholic War Veterans
AMVETS

Federal Agency - 1: Department of Labor

Education Groups - 5: Association of American Universities
Association of American Colleges
American Council on Education
American Association of Community and Junior Colleges
Great Lakes Colleges Association

Total 9

Organization Favoring Separate Tuition Payments Sent Directly to the Students:

Veteran Organization - 1: Veterans of Foreign Wars

Total 1

5. Reasons Cited by Organizations Favoring Separate Tuition Payments Sent Directly to the Schools. Reasons include:

- One check, a consolidated voucher for all veterans, to the school each semester to minimize paperwork

- Give the institution better control

- Student would not have to worry about payment of fees in accordance with deadline and penalties

- It is more difficult to collect tuition and fees from veterans than any other identifiable group

6. Reason Cited by Organization Favoring Separate Tuition Payment Sent Directly to the Student. Single response cited was to avoid additional administrative costs.

7. Basis for Tuition Payment. Participants favored customary charges as basis for any tuition allowance based on response to item: "If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?"

Organizations	Customary Charges		Other Proposal
	For	Against	
Veteran Organizations	1		1 1/
Federal Agencies	4		
Education Groups	5		
Total	10	0	1 1/

8. Accelerated Payment of Benefits. Organizations were queried about acceleration of benefits by the following item: "If you favor separate tuition payments, would you also favor inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period."

Organizations Favoring Accelerated Payment of Benefits:

Veteran Organization	- 1:	The American Legion
Federal Agency	- 1:	Department of Labor
Education Groups	- 4:	American Council on Education American Association of Community and Junior Colleges Great Lakes Colleges Association Association of American Universities
Total	6	

1/ One Veteran Organization (AMVETS) favors tuition paid to the institutions on a fee basis negoitated between the Veterans Administration and the institutions of higher learning.

If accelerated payment of benefits is enacted, two Education Groups (American Council on Education and American Association of Community and Junior Colleges) propose that the precautionary measure of one-on-one counseling be included to insure that the veteran understands fully the implications of accelerated payments with reduction of entitlement.

Organizations Against Accelerated Payment of Benefits:

Veteran Organization - 1: Catholic War Veterans

Education Group - 1: Association of American Colleges

Total $\overline{2}$

D. Administrative Procedures. Paragraphs 1 through 5 pertain to administrative actions associated with separate tuition payments.

1. Administrative Costs. Organizations unanimously agree that separate tuition payments would increase costs in their response to item: "Comment on the impact, additional costs, and administrative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually."

Organizations Foreseeing Increased Administrative Burden and Costs with Separate Tuition Payments:

Veteran Organizations - 3: Catholic War Veterans
The American Legion
AMVETS

Federal Agencies - 4: Department of Defense
Department of the Treasury [1/]
Department of Labor
Department of Health, Education and Welfare

[1/] Treasury estimates cost increase of about $325,000 annually to process 2,500,000 separate checks -- $75,000 for check preparation and $250,000 for mailing (based on 10¢ postage). Additionally, there would be increased costs in related administrative matters, such as processing a larger volume of nonreceipt claims, preparation of check issuance microfilm and check reconciliation and accounting documents. Personal service and non-personal service costs, including computer and other machine usage time, would also increase.

Organizations Foreseeing Increased Administrative Burden and Costs with Separate Tuition Payments: (continued)

Education Groups - 7: Mid-America State Universities Association
Great Lakes Colleges Association
National Association of State Approving Agencies
American Council on Education
American Association of Community and Junior Colleges
Association of American Universities
Association of American Colleges

Total $\overline{14}$

2. School Reporting Fees. Increase in school reporting fees could also be expected with separate tuition payments based on responses to following item: "Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?"

Organizations Foreseeing Increased School Reporting Fees:

Veteran Organizations - 2: The American Legion
Catholic War Veterans

Federal Agencies - 2: Department of Defense
Department of Health, Education and Welfare

Education Groups - 3: American Council on Education
Association of American Universities
Mid-America State Universities Association

Total $\overline{7}$

Organizations Foreseeing No Increased School Reporting Fees:

Federal Agency - 1: Department of Labor

Education Groups - 2: Association of American Colleges
American Association of Community and Junior Colleges

Total $\overline{3}$

3. Erroneous Certifications. All organizations responding to following item believe that schools should be liable for school errors: "Should the school be liable for tuition overpayments based on erroneous certifications by the school?"

Organizations Stating Schools Should be Liable:

Veteran Organizations - 3: The American Legion
Catholic War Veterans
AMVETS

Federal Agencies - 3: Department of Defense
Department of Labor
Department of Health, Education and Welfare

Education Groups - 5: American Council on Education
Association of American Colleges
Association of American Universities
American Association of Community and Junior Colleges
Great Lakes Colleges Association

Total 11

4. Tuition Refunds. Education Groups indicate that 30 days is insufficient time for school processing of tuition refunds in answer to item: "Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is no, what would be a reasonable time?"

Organizations Favoring Refunds in 30 Days:

Veteran Organizations - 2: The American Legion
AMVETS

Federal Agencies - 2: Department of Defense
Department of Health, Education and Welfare

Total 4

Organizations Favoring Refunds in 60 Days:

Veteran Organization	- 1:	Catholic War Veterans
Education Groups	- 3:	Association of American Colleges Association of American Universities Great Lakes Colleges Association
Total	4	

5. False Claims. Several suggestions were sent to the question: "Can you suggest procedures which would avoid or minimize false claims?"

Suggestions from Veteran Organizations:

- Tuition payments should not be made until the school certifies that the veteran is enrolled in and pursuing the approved educational objective

- Since most institutions of higher learning utilize computer operations, such data should be interrelated with VA computer centers for strict accountability

Suggestions from Other Federal Agencies:

- Require adequate certifications by the institutions

- Regarding abuses by the schools, make it known that VA conducts compliance surveys on a random sample basis -- and actually make such surveys on a continuing basis

- If tuition payments to schools are enacted, consider requiring the posting of a performance bond by the institution to protect the government's interest

Suggestions from Education Groups:

- Schools should make a proper certification that the veteran is enrolled and vigorously apply their suspension and probation policies

- Schools should not enroll veterans for continuation programs unless there is evidence of satisfactory completion of previous enrolled courses o Require that schools perform post-term audits and provide certifications as to credit hours received or that progress has been made toward educational objective

o Require institutions to certify that eligible veterans are duly enrolled and in good standing, and make institutions liable for any erroneous overpayments

E. Other Comments. Organizations submitted other problem areas in response to item: "Describe anticipated problems pertaining to the payment of education tuition assistance allowances that you wish to bring to the attention of the Veterans Administration. Include your suggestions for eliminating or minimizing these problems through legislative or administrative action."

Submitted by Veteran Organizations:

o The development during the past five years at selected major universities and colleges of the so-called "university college" concept (where students can pursue a full course of accelerated study without specific attendance at scheduled classes but under the close supervision of "tutor/council/monitors" for assignments, and hard study assignments are completed, reviewed and evaluated either individually or in small groups by such counselors) provides an alternative method for eligible veterans to pursue courses of higher learning on flexible individualized schedule. Accountability for the use of the 45-month educational entitlement might require similar flexible accounting for the number of credit hours thus accomplished in distinction to a strict calendar 45-month basis.

This unquestionably would require additional legislation. The demonstrated success of these so-called off-campus accredited courses of study should be reviewed with the thought that necessary enabling legislation be introduced. The University of Maryland, in this area, has already had extensive experience with such studies as has the University of Wisconsin.

Submitted by Other Federal Agencies:

o Recommend a basic change in the system of calculating payments and depletion of entitlement for in-service personnel. Suggest that in-service entitlement charges be made in proportion to monetary charges rather than according to the portion of a full-time program completed as is now done, i.e., adopt the same method used for correspondence courses.

- Since the approval criteria of state agencies vary widely, recommend that VA make tuition payments to in-service personnel for post-secondary courses taken only from institutions that are accredited by nationally recognized accrediting agencies and associations. Because in-service personnel are highly mobile, it is believed that above recommendation will permit greater acceptability of credit transfer and will reduce the number of in-service personnel who begin programs of doubtful value.

- An additional problem, pertaining to the payment of educational assistance allowances directly to the institution, could result in undue pressure on veterans through the use of sales media by marginal post-secondary institutions that might place their own enrollment quotas in a higher place than that of the educational need of the veteran.

Submitted by Education Groups:

- Suggest that consideration be given to the idea of forming a task force or an educational assistance advisory committee to operate at the Central Office level in a manner similar to those which are presently in operation in many of the Regional Offices. This committee should be made up of individuals from institutions of higher learning as well as representatives of the VA. Preferably, those individuals representing educational institutions would be those who frequently deal with or have contact with veterans and their related difficulties. Such a group could meet quarterly and provide Central Office with meaningful input which might not only ease the administrating of a complex program, but could very well result in the saving of Federal dollars.

NOTE: A Central Office Education and Rehabilitation Advisory Committee exists. See Section VII.

SECTION VI. TUITION ASSISTANCE -- ABUSES AND PROBLEMS

A. Abuses and Problems Administering World War II Benefits.

1. Tuition Allowance. Prior to enactment of PL 550 by the 82nd Congress, extensive study of World War II program identified many abuses and problems associated with separate tuition assistance payments. Under PL 346 enacted by the 78th Congress, VA was permitted to pay to the schools an amount not to exceed $500 per ordinary school year for customary cost of a veteran's tuition, fees, books, supplies and equipment required by the student to pursue and complete a course. Where an institution had no established fee for tuition, VA was permitted to provide fair and reasonable compensation up to $500 per ordinary school year. Subsequent enactments, however, allowed an institution to apply for adjustments. As a result, four types of charges were eventually allowed: (1) customary charges; (2) fair and reasonable compensation; (3) nonresident tuition rates; or (4) rates based on estimated cost of teaching personnel and supplies for instruction.

2. Studies of World War II Tuition Program. A House of Representatives select committee was appointed in 1950 to make a far ranging study of the operation of the World War II program. This study, chaired by the House Veterans Affairs Committee Chairman, Congressman Olin E. Teague, spotlighted many abuses of the tuition payment system, including veteran enrollment aimed at financial gain rather than serious educational intent, with resulting exploitation of the veteran as well as the government. Further examination of the World War II GI Bill was made by the General Accounting Office. The complete report of these two studies can be found in House Report 1375, 82nd Congress, 2nd session and House Veterans Affairs Committee Print 160, 82nd Congress, 1st session. These reports and hearings delineate and describe the abuses which occurred during that older tuition assistance program.

3. World War II Tuition Abuses and Problems. Representative examples of the kinds of abuses which occurred under the World War II program and which are recorded in the GAO survey include:

o In the early stages of the veterans vocational and educational program, the majority of the veterans participating were attending colleges. At the peak, 1,100,000 veterans were enrolled in approximately 1,700 colleges. Although a limit of $500 was placed on the amount which could be paid in any one year for a veteran's tuition and fees, the schools were able to select one of the four alternative rates in billing the VA.

o There has been little difficulty, from an auditing standpoint, with payment of tuition charges at the "customary rate." This is the rate which has been in effect before the veterans program started. However, due to rising cost, and because the great influx of veteran-students seriously affected the budget of institutions depending on public appropriations or other non-tuition sources, most of the schools abandoned this rate in favor of one of the other three which would provide a higher return to the school.

o One college operating on the non-resident rate increased its charge from $25 to $100 a quarter for veteran-students, notwithstanding the former rate had been computed on the basis of the estimated cost of teaching personnel and studies for instruction. The increase was entirely out of line with costs and action has been taken to recover $340,000 overpaid to the school.

o Another college, operating on a non-resident tuition rate of $15 a year (a substantial portion of the school's income was received from other agencies of the Federal government, thus accounting for the low rate) increased its rate to $200 a school year; whereas its costs averaged $65 annually per student after deduction of Federal grants.

o One eastern university receiving the non-resident rate decided to negotiate a contract providing for compensation based on the estimated cost of teaching personnel and supplies for instruction. However, this school was so successful in its dealing with the VA that it was able to collect both the negotiated credit hour rates and, in addition, its customary "fixed charge" which was the only charge made other students on account of tuition. This resulted in payments of tuition in excess of the costs of teaching personnel and supplies for instruction allowable under the statute. For each veteran-student the university received about $200 more per year than for a nonveteran resident of the State and $60 more than for a nonveteran residing out of State.

o A number of State universities and colleges applied for and were paid tuition at non-resident rates for resident veterans despite the fact that, under constitution and statutes of the State, they were prohibited from charging tuition to State residents or a preferred rate of tuition was specified.

- One State military school received payments for instruction furnished to resident veterans both by way of State appropriations and under its VA contracts. The amount of the excess tuition was credited to the personal accounts of the students and balances remaining upon graduation were paid to them in each case.

- Many of the colleges were paid tuition based on the estimated cost of teaching personnel and supplies for instruction. In computing these costs, VA regulations require the schools to eliminate, as an item of cost, the salaries of teachers which were paid from Federal funds under grants such as Morrill-Nelson, Bankhead-Jones, and similar acts.

- A number of the schools failed to comply with VA regulations, and consequently, audits by the General Accounting Office disclosed excessive payments totaling many hundreds of thousands of dollars.

- Examinations by the General Accounting Office disclosed that other overpayments of one type or another were made to a majority of the colleges examined.

B. Administrative Problems Associated With Separate Tuition Assistance.

1. General. In addition to the abuses that were prevalent under the World War II program, current experience with the existing law in related areas has clearly demonstrated the potential for abuses in such a program of tuition assistance. The proposal to provide separate tuition assistance to eligible veterans under the GI Bill as it is now in force will rekindle abuses similar to World War II, greatly increase administrative costs, and present many administrative difficulties which may only be partly corrected by administrative or legislative action. Following paragraphs cite some examples.

2. Resources Required. Based upon the current experience in maintaining proper standards with reference to a large number of educational institutions which exist in this country, a staff of 300 or 400 contact officers, or like personnel, at

a cost of $4,000,000 annually would be needed to examine school catalogs for rates in order to determine the correct rate of benefit to be paid. These employees would also make cost determinations to establish "reasonable rates" if so required. The VA does not now have the expertise or the source of information required to determine "reasonable charges" on such a scale. Unless this staff were provided, the Federal government would suffer financially from lack of information and control. The Federal staff would have to be of a high quality and highly skilled to operate on an equal level with the schools who are able to hire expert accountants and attorneys to present their cases. In addition, a review board, similar to the Veterans' Education Appeals Board, would be needed to make administrative determinations to settle differences between positions taken by the VA and the respective schools.

3. Current PREP Problems. Under the World War II program it was found that tuition was paid subsequent to the date of a veteran's last attendance; tuition was paid where veterans had registered, but did not attend classes; tuition payments were obtained through collusion and fraud; tuition was paid for veterans attending schools under scholarships; and tuition payments were based on erroneous or excessive costs. Even today in a far less extensive benefit under the PREP program, schools have contributed to abuse of the system by failing to notify the VA of termination dates of PREP trainees, by retaining all tuition collected in a lump sum through use of a limited power of attorney (see paragraph 4). It has also been found that under existing regulations of the VA, schools accredited to offer diploma courses for as little as 60 hours for one high school unit (compared to 120 hours required for a Carnegie unit) collect one-half time benefit checks of $135 per month for attendance of only six hours per week. This is a rate of $5.19 per contact hour.

4. Power of Attorney. Power of attorney use cited in preceding paragraph is an abuse that could carry over into a GI Bill supplemental tuition program. Schools obtain a limited power of attorney from the veteran to receive and cash his benefit check. In most such instances the serviceperson never sees the check or its amount since it all is held by the school.

5. Auditing Reasonable Rates. The complexity of the monitoring task is demonstrated by current data submitted to the VA to establish reasonable rates for PREP by the various educational institutions. For example, it has been determined that:

o Student teacher ratios vary from 8:1 to 22:1

o Teacher salaries range from $4.50 to $12.00 per hour

o Teacher and related support personnel cost per student contact hour varies from less than $1.75 to over $4.00

o Related support personnel costs vary from 10 to 75 percent of the teacher costs

o Administrative costs range from 0 to 100 percent for teaching and related personnel costs

o Consumable supplies range from 0 to 80 cents per student contact hour. If a full tuition supplement program were enacted into law, obviously, the auditing procedures which are now conducted on a small scale in the PREP program would require great expansion in order to avoid abuses.

6. Tuition Reimbursement and Entitlement Charge. Any tuition assistance proposal should include reimbursement and entitlement charge provisions for school withdrawals. Possibility should be eliminated that a veteran could, for example, enroll in school on September 1 (start of the school year), receive a tuition supplement payment, withdraw from school on September 15, and be entitled to a refund from the school of up to 80 percent of that payment. Since the veteran's entitlement is only chargeable against the subsistence allowance payment, and not the tuition supplement, the veteran would be financially enriched without charge to entitlement.

7. Other Variable Costs. The VA is greatly concerned with the change in philosophy created by tuition assistance proposals. Commencing with the Korean conflict program, the long standing Congressional philosophy has been to provide partial educational benefits under programs designed to provide equal benefits for equal service. Tuition assistance legislation would single out tuition as a single factor for recognition, ignoring other equally important variant cost factors. For example, there are variables in housing and transportation costs for students and residents, as distinguished from those who commute, as well as those who must incur variant travel expenses depending on distances from home to school. Enactment of tuition assistance would surely give rise to pressures for enactment of other costly measures to recognize other elements of educational costs on a piecemeal basis which could lead to administrative chaos.

SECTION VII. ADMINISTRATOR'S EDUCATION AND REHABILITATION ADVISORY COMMITTEE

A. Advisory Committee.

1. Charter. Pursuant to the Federal Advisory Committee Act (Public Law 92-463), the continuing Committee is chartered as the Administrator's Education and Rehabilitation Advisory Committee.

2. Authorization. Section 1792, Title 38, United States Code, provides: There shall be an Advisory Committee formed by the Administrator which shall be composed of persons who are eminent in their respective fields of education, labor, management, and of representatives of the various types of institutions and establishments furnishing vocational rehabilitation under Chapter 31 or education to eligible persons under Chapters 34 or 35 of Title 38. The Committee shall also include veterans representative of World War II, the Korean conflict era, the Post-Korean conflict era, and the Vietnam era. The Commissioner of Education (Department of Health, Education and Welfare) and the Assistant Secretary for Employment and Training, Department of Labor, shall be ex offico members of the Committee. The Administrator shall advise and consult with the Committee from time to time with respect to the administration of Chapters 31, 34, 35, and 36 of Title 38, and the Committee may make such reports and recommendations as it deems desirable to the Administrator and to the Congress.

3. Duties. The Advisory Committee, in performing its functions, assists in the evaluation of existing programs and services; recommends needed new programs and services; and assists in long-range planning and development. Its recommendations to the Administrator or the Congress may involve regulatory and administrative changes as well as legislative proposals. The Committee may consider matters dealing with the education programs administered by the VA either at the request of the Administrator, other designated VA officials, or may act on its own initiative.

4. Membership. The VA is privileged to have ten dedicated individuals who generously serve as members of the Education and Rehabilitation Advisory Committee furnishing advice and consultation on education matters. The Committee consists of the following members:

Chairman:

Mr. William M. Detweiler - Vietnam era veteran; practicing attorney in New Orleans, Louisiana active in civic and veteran affairs; Chairman, Department of Louisiana, American Legion, Viet-Vet Advisory Committee

Members:

Mr. Glenn E. Heck - Chairman, Education Department, National College of Education, Evanston, Illinois

Mr. Jack H. Jones - Chairman, Board of Trustees, Jones College, Jacksonville, Florida

Dr. James W. Mann - Professor of Education and Chairman, Special Education Department, School of Education, University of Mississippi

Mr. Nelson M. Parkhurst - Registrar and Secretary of the Faculty, Purdue University, West Lafayette, Indiana

Mr. Walter J. Penrod - Executive Officer of the Indiana Rehabilitation Services Board, Indianapolis, Indiana

Mr. Theordore Shackelford, Jr.- Principal, Jardine Junior High School, Wichita, Kansas

Mr. Michael Gildea - Assistant to the Director, Department of Legislation, AFL-CIO

Ex Officio Members:

Dr. Terrell H. Bell - Commissioner of Education, Department of Health, Education and Welfare

Mr. William H. Kolberg - Assistant Secretary for Employment and Training, Department of Labor

B. Advisory Committee Study Actions.

1. Consultation. The Education and Rehabilitation Advisory Committee has had two meetings since enactment of PL 93-508 on December 3, 1974, which directed that the Administrator of Veterans Affairs conduct the Education Tuition Assistance Study. The Tuition Assistance Study was on the agenda at both meetings as follows:

- April 28, 1975 meeting - study protocol, timetable, and sampling surveys were discussed
- October 17, 1975 meeting - status of project and results of sampling surveys were discussed. Summaries of responses to the two sampling surveys were distributed to Committee members in advance of the meeting.

2. Comments. The Committee requested that the following recommendation be included in the Education Tuition Assistance Study Report:

"The Administrator's Education and Rehabilitation Advisory Committee reviewed the results and responses of the tuition assistance sampling surveys conducted in accordance with PL 93-508 at its fall meeting on Friday, October 17, 1975.

The Committee was impressed with the high percentage of response to the survey of persons receiving educational benefits indicating an apparent sincere interest on the part of the trainees enrolled under Chapters 31, 34, and 35 as to methods being used to disburse VA educational assistance.

Considering the percentage of response, the Committee concludes that the sample is reasonably representative of the study population of veterans and dependents presently enrolled under the study programs authorized by Title 38, United States Code.

The high percentage of trainees enrolled under Chapters 34 and 35 favoring the present payment procedure clearly indicates trainees' preference for the present system. Further, the fact that VA trainees generally are spending less for tuition than the national average for students in public or private institutions indicates that VA trainees are being very judicious in spending their dollars when they select an educational institution for training.

The Committee has the highest respect for the veteran's right to bargain for the educational institution of his choice and believes that the American Tax Payer is the direct beneficiary of the veteran's conscientious spending of our tax dollars.

Therefore, it is the recommendation of the Committee that the present system of payment to veterans and eligible persons enrolled under Chapters 34 and 35 of Title 38, United States Code, should remain in effect and that said method should not be changed."

SECTION VIII. STUDY CONCLUSIONS AND RECOMMENDATION

A. Conclusions. Pursuant to Section 105 of Public Law 93-508, a survey of 8,000 veterans and eligible persons receiving educational benefits under Chapters 31, 34 or 35 was conducted to solicit their reaction to a tuition assistance allowance program. A response rate of 73.9 percent was obtained. Forty-four organizations were also contacted. Of these, only 40.9 percent responded.

The survey conclusions as detailed in Section IV of this report show that 19 of 20 trainees under Chapters 34 and 35 prefer their current payment system of receiving the total allowance. Of the Chapter 31 trainees, 7 of 8 preferred receiving a subsistence allowance with tuition and fees paid directly to the educational institution by the Veterans Administration.

Although tuition cost is a factor in the selection of a school, the survey also showed that it was the principal reason cited by only 8.9 percent of the veterans training under Chapter 34 and 10 percent of the trainees under Chapter 35. The main reasons given were geographic location and field of study.

The Administrator's Education and Rehabilitation Advisory Committee also recommended that the present system of payment to trainees under Chapters 34 and 35 should remain in effect.

B. Recommendation. In view of the survey conclusions and the recommendation of the Administrator's Education and Rehabilitation Advisory Committee, no change in the present payment system to veterans and eligible persons training under Chapters 34 and 35 is recommended.

APPENDIX A

Table 1

Study Population, Sample Size, and Response Rate by Type of Trainee

Type of Trainee	Study Population	Sample Information				
		Sample Size	Number of Respondents	Number of Postal Returns	Response Rate	
					Unadjusted	Adjusted
Chapter 31 - Total	11,588	2,000	1,425	74	71.3%	74.0%
College Level	9,544	1,000	730	36	73.0	75.7
Public	6,608	500	359	14	71.8	73.9
Private	2,936	500	371	22	74.2	77.6
Other Residence Schools	2,044	1,000	695	38	69.5	72.2
Public	887	500	370	14	74.0	76.1
Private	1,157	500	325	24	65.0	68.3
Chapter 34 - Total	1,244,210	4,000	2,934	202	73.4	77.3
College Level	1,102,006	2,000	1,539	65	77.0	79.5
Public	918,255	1,000	772	32	77.2	79.8
Private	183,751	1,000	767	33	76.7	79.3
Other Residence Schools	142,204	2,000	1,395	137	69.8	74.9
Public	98,988	1,000	730	43	73.0	76.3
Private	43,216	1,000	665	94	66.5	73.4
Chapter 35 - Total	60,939	2,000	1,553	88	77.7	81.2
College Level	55,706	1,000	788	40	78.8	82.1
Public	45,617	500	379	19	75.8	78.8
Private	10,089	500	409	21	81.8	85.4
Other Residence Schools	5,233	1,000	765	48	76.5	80.4
Public	2,987	500	401	17	80.2	83.0
Private	2,246	500	364	31	72.8	77.6
Grand Total	1,316,737	8,000	5,912	364	73.9	77.4

Table 2

Distribution of Trainees by Principal Reason for Entering Training

Principal Reason for Entering Training	Chapter 31	Chapter 34	Chapter 35
Increase Education or Vocational Skill	40.2%	62.0%	75.4%
Update Professional or Vocational Skill	4.2	7.8	1.4
Learn a New Profession or Skill	45.5	24.5	16.3
VA Allowance Provided Income Over & Above the Cost of Training	1.3	2.8	2.9
Other	8.8	2.9	4.0
Total	100.0	100.0	100.0

Table 3

Distribution of Trainees by Principal Reason for Selecting School

Principal Reasons	Chapter 31	Chapter 34	Chapter 35
Geographic Location	42.8%	52.5%	42.0%
Field of Study	22.8	20.4	24.7
Schools' Reputation	12.5	8.1	14.1
Low Cost of Tuition	3.0	8.9	10.0
Recommendation of Others	7.8	4.6	4.5
Friends Attending	0.8	0.8	0.7
Other	10.3	4.7	4.0
Total	100.0	100.0	100.0

Table 4

Distribution of Trainees by Type of School Attended in Spring 1975

VA Education Program	High School	Business, Vocational or Trade School	Junior College	Nursing School	Under-graduate School	Graduate School	Medical or Dental School	Other	Total
Chapter 31	0.5%	15.4%	21.5%	0.5%	46.5%	6.8%	0.5%	8.3%	100.0%
Chapter 34	1.7	10.7	43.7	0.3	32.1	5.7	0.4	5.4	100.0
Chapter 35	0.7	7.4	29.5	1.3	55.0	2.6	0.3	3.2	100.0

Table 5

Distribution of College Level Trainees by Class Standing during Spring 1975

VA Education Program	Undergraduate or First Professional: First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Sub-Total	Graduate Student	Total
Chapter 31	23.5%	28.3%	18.0%	19.5%	1.5%	0.3%	91.1%	8.9%	100.0%
Chapter 34	35.3	31.8	13.6	9.8	1.8	0.4	92.7	7.3	100.0
Chapter 35	32.0	30.4	20.4	11.8	2.2	0.0	96.8	3.2	100.0

Table 6

Distribution of Tuition and Fees (per School Year) for Full-Time Trainees by Type of Trainee

Type of Training	Cost of Tuition and Fees									
	$1 - 249	$250-499	$500-749	$750-1,499	$1,500-2,249	$2,250-2,999	$3,000 & Over	Total	Mean	Median
Chapter 34- Total	31.2%	28.1%	17.5%	14.3%	5.7%	1.7%	1.5%	100.0%	$ 598	$ 416
College Level										
Public	35.6	33.8	20.2	8.4	1.6	0.0	0.4	100.0	418	356
Private	1.7	10.0	9.8	40.2	22.6	9.6	6.1	100.0	1,396	1,281
Other Residence Schools										
Public	74.9	14.8	5.9	2.3	0.8	0.8	0.5	100.0	251	166
Private	4.9	15.6	15.0	35.8	19.9	4.0	4.8	100.0	1,203	1,053
Chapter 35- Total	22.2	29.5	19.8	12.6	8.6	4.2	3.1	100.0	771	484
College Level										
Public	25.2	36.7	23.5	9.5	4.3	0.3	0.5	100.0	511	418
Private	2.3	3.5	7.0	23.5	27.3	21.3	15.1	100.0	1,925	1,875
Other Residence Schools										
Public	79.4	14.1	2.8	2.0	0.7	1.0	0.0	100.0	210	156
Private	4.9	22.5	20.4	33.2	13.6	4.3	1.1	100.0	976	800

Note: Data not available on cost of tuition and fees for chapter 31 trainees. Since VA pays these costs directly to the school, many veterans did not report these costs.

Table 7

DISTRIBUTION OF COST OF BOOKS AND SUPPLIES (PER SCHOOL YEAR) FOR FULL-TIME TRAINEES BY TYPE OF TRAINING

	Cost of Books and Supplies								
Type of Training	$1-25	$26-50	$51 75	$76-100	$101-200	$201 & Over	Total	Mean	Median
Chapter 34 - Total	1.5%	6.6%	7.5%	19.7%	46.4%	18.3%	100.0%	$ 153	$ 132
College Level									
Public	0.8	5.7	6.8	21.0	48.4	17.3	100.0	150	133
Private	0.3	3.9	7.6	17.9	48.1	22.2	100.0	174	142
Other Residence School									
Public	14.0	22.4	16.3	12.1	19.7	15.5	100.0	115	71
Private	1.2	10.1	8.4	12.3	39.2	28.8	100.0	192	146
Chapter 35 - Total	0.7	4.1	6.9	17.6	51.1	19.6	100.0	167	141
College Level									
Public	0.2	3.9	5.8	18.3	53.3	18.5	100.0	165	141
Private	0.4	1.4	8.9	15.9	49.5	23.9	100.0	178	147
Other Residence School									
Public	9.7	16.5	18.1	13.9	26.8	15.0	100.0	142	85
Private	3.2	10.6	9.5	14.4	34.8	27.5	100.0	179	136

Note: Data not available on cost of books & supplies for chapter 31 trainees. Since VA pays these costs directly to the school, many veterans did not report these costs.

TABLE 8

Number of Respondents Not Reporting An Amount for Expenses or Income

Type of Training	Number of Respond-ents	Expense Items - Percent None or Blank: Tuition and Fees	Books and Supplies	All Other Expenses	All Expense Items	Tuition And Fees-Residual 1/	Income Items - Percent None or Blank: Trainee Earnings	All Sources of Income	Trainee Earnings - Residual 2/
Chapter 34									
College Level									
Public	772	13.5%	6.7%	11.5%	3.2%	10.3%	21.5%	3.1%	18.4%
Private	767	7.3	8.0	12.3	4.0	3.3	24.6	3.3	21.3
Other Residence Schools									
Public	730	36.2	36.4	26.7	13.7	22.5	42.2	6.8	35.4
Private	665	14.9	36.1	18.5	8.3	6.6	34.7	4.8	29.9
Chapter 35									
College Level									
Public	379	9.8	5.3	8.2	2.9	6.9	57.3	2.1	55.2
Private	409	6.4	6.1	7.6	3.4	3.0	57.9	2.4	55.5
Other Residence Schools									
Public	401	35.4	30.7	24.4	14.2	21.2	68.1	5.0	63.1
Private	364	15.7	27.5	21.2	8.0	7.7	72.0	4.1	67.9

NOTE: Chapter 35 cells have a sample size of 500; chapter 34 cells have a sample size of 1,000.

1/ Includes trainees who did not report an amount for tuition and fees, but did report an amount for books and supplies and/or all other expenses.

2/ Includes trainees who did not report an amount for their earnings, but did report an amount for one or more of the other income items.

Table 9

Chapter 31 Trainees' Preference Regarding VA Payment Procedure by Type of Training

Type of Training	Prefer Present System	Prefer Present Payment System for Subsistence but Favor Direct Receipt of Payment for Tuition	Prefer Payment System Used for GI Bill	Total
College Level - Total	87.3%	4.6%	8.1%	100.0%
Public	84.5	4.7	10.8	100.0
Private	93.7	4.5	1.8	100.0
Other Residence Schools - Total	84.5	6.4	9.1	100.0
Public	80.8	6.6	12.6	100.0
Private	87.4	6.2	6.4	100.0
Grand Total	86.8	4.9	8.3	100.0

Table 10

Chapter 31 Trainees' Preference Regarding VA Payment Procedure by Type of School

Type of School	Prefer Present System	Prefer Present Payment System for Subsistence but Favor Direct Receipt of Payment for Tuition	Prefer Payment System Used for GI Bill	Total
Business, Vocational or Trade	87.4%	5.5%	7.1%	100.0%
Undergraduate School	90.1	4.4	5.5	100.0
Two-year Junior College	80.2	4.1	15.7	100.0
Graduate School	93.1	3.5	3.4	100.0
Other School	85.2	5.4	9.4	100.0
All Types of Schools	86.8	4.9	8.3	100.0

Table 11

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Proprietary Status of School

Proprietary Status of School	Present System	Comparable to Chapter 31	Total
Chapter 34 - Total	94.5%	5.5%	100.0%
Public	95.4	4.6	100.0
Private	90.5	9.5	100.0
Chapter 35 - Total	95.8	4.2	100.0
Public	96.6	3.4	100.0
Private	92.5	7.5	100.0

Table 12

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Type of Training

Type of Training	Prefer Present System	Prefer System Similar to Chapter 31	Total
Chapter 34 - Total	94.5%	5.5%	100.0%
College Level	94.4	5.6	100.0
Public	95.3	4.7	100.0
Private	89.8	10.2	100.0
Other residence schools	95.8	4.2	100.0
Public	96.7	3.3	100.0
Private	93.7	6.3	100.0
Chapter 35 - Total	95.8	4.2	100.0
College Level	95.7	4.3	100.0
Public	96.6	3.4	100.0
Private	91.6	8.4	100.0
Other residence schools	96.9	3.1	100.0
Public	97.1	2.9	100.0
Private	96.4	3.6	100.0

Table 13

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Training Time and Type of Training

Training Time and Type of Training	Prefer Present System	Prefer System Similar to Chapter 31	Total
Full time trainees	94.0%	6.0%	100.0%
Chapter 34			
College Level	93.8	6.2	100.0
Public	94.5	5.5	100.0
Private	88.6	11.4	100.0
Other residence schools	96.2	3.8	100.0
Public	97.0	3.0	100.0
Private	94.5	5.5	100.0
Chapter 35			
College Level	95.4	4.6	100.0
Public	96.1	3.9	100.0
Private	91.2	8.8	100.0
Other residence schools	98.0	2.0	100.0
Public	98.7	1.3	100.0
Private	97.2	2.8	100.0
Less than full time trainees	95.8	4.2	100.0
Chapter 34			
College Level	95.8	4.2	100.0
Public	96.6	3.4	100.0
Private	92.1	7.9	100.0
Other residence schools	94.8	5.2	100.0
Public	96.1	3.9	100.0
Private	91.1	8.9	100.0
Chapter 35			
College Level	95.8	4.2	100.0
Public	100.0	0.0	100.0
Private	97.4	2.6	100.0
Other residence schools	88.3	11.7	100.0
Public	87.9	12.1	100.0
Private	89.2	10.8	100.0

Table 14

Chapter 34 and 35 Trainees' Preference Regarding VA Payment Procedure by Type of School

Type of School	Prefer Present System	Prefer System Similar to Chapter 31	Total
Business, Vocational or Trade	96.0%	4.0%	100.0%
Undergraduate School	92.5	7.5	100.0
Two-year Junior College	96.6	3.4	100.0
High School	97.4	2.6	100.0
Graduate School	86.1	13.9	100.0
Other School	96.4	3.6	100.0

Table 15

Trainees' Preference Regarding Disbursement of Separate Tuition and Fees Payment

VA Education Program	Method of Disbursement Directly to the Trainee	 Directly to the School	Total
Chapter 34	38.9%	61.1%	100.0%
Chapter 35	45.6	54.4	100.0
Total	39.2	60.8	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 16

Threshold of Preference for Separate Payment of Tuition and Fees by Proprietary Status of School - Chapters 34 and 35

Proprietary Status of School	Percent Who Prefer Separate Payment of Tuition and Fees When Payment is No Less Than				
	$700	$1,000	$2,000	$3,000	Total
Public	41.0	10.5	28.3	20.2	100.0
Private	20.8	15.9	15.0	48.3	100.0
Total	34.6	12.2	24.1	29.1	100.0

NOTE: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 17

Chapter 34 and 35 Trainees' Preference for Separate Tuition and Fees Payment Based Upon a Special Formula 1/ by Cost of Tuition, Fees, Books and Supplies

Cost of Tuition, Fees, Books and Supplies	Trainee Preference: Favor Special Formula	Trainee Preference: Opposed to Special Formula	Total
$1 - 1,000	47.4%	52.6%	100.0%
$1,001 and Over	32.7	67.3	100.0
Total	43.0	57.0	100.0

1/ Special formula would pay for 80 percent of the tuition charge for tuition and fees amounting up to $1,000, after excluding the first $100.

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 18

Percentage of Trainees Who Would Transfer to a Higher Cost School if Tuition and Fees Were Paid up to a Maximum Amount (as specified by the Trainee in question 11)

VA Education Program	Percent
Chapter 34	40.7
Chapter 35	42.0
Total	40.8

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 19

Chapter 34 and 35 Trainees' Sentiments on Charging One Full Semester to Entitlement When Trainee Drops out of Training After Tuition Refund Period has Expired

Trainees' Preference	Percent
Reduce entitlement	65.0
Do Not reduce entitlement	35.0
Total	100.0

NOTE: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 20

Chapter 34 and 35 Trainees' Preference for Accelerated Payment by Type of Training

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	Accelerated Payment Preference		
Type of Training	For	Against	Total
College Level - Total	63.5%	36.5%	100.0%
Public	64.3	35.7	100.0
Private	61.7	38.3	100.0
Other Residence Schools - Total	40.8	59.2	100.0
Public	39.6	60.4	100.0
Private	42.4	57.6	100.0
Grand Total	61.5	38.5	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

TABLE 21

Chapter 34 and 35 Trainees' Acceptance of a Ceiling on Combined Gross Monthly Earnings (While in School) and VA Education Assistance Allowance (as under World War II GI Bill)

Income Limitation	Percent
For	29.3
Against	70.7
TOTAL	100.0

Note: Responses tabulated for this table represent only those chapter 34 and 35 trainees who wanted to switch to a payment system which would make a separate payment toward the cost of tuition and fees.

Table 22

Standard Error for Selected Sample Sizes and Percentages

Sample Size	Estimated Percentage (p) 2	5	10	15	20	25	30	35	40	45	50
25	2.8%	4.4%	6.0%	7.1%	8.0%	8.7%	9.2%	9.5%	9.8%	10.0%	10.0%
50	2.0	3.1	4.2	5.0	5.7	6.1	6.5	6.7	6.9	7.0	7.1
75	1.6	2.5	3.5	4.1	4.6	5.0	5.3	5.6	5.7	5.7	5.8
100	1.4	2.2	3.0	3.6	4.0	4.3	4.6	4.8	4.9	5.0	5.0
125	1.3	1.9	2.7	3.2	3.6	3.9	4.1	4.3	4.4	4.4	4.5
150	1.1	1.8	2.4	2.9	3.3	3.5	3.7	3.9	4.0	4.1	4.1
175	1.1	1.6	2.3	2.7	3.0	3.3	3.5	3.6	3.7	3.8	3.8
200	1.0	1.5	2.1	2.5	2.8	3.1	3.2	3.4	3.5	3.5	3.5
225	0.9	1.5	2.0	2.4	2.7	2.9	3.1	3.2	3.3	3.3	3.3
250	0.9	1.4	1.9	2.3	2.5	2.7	2.9	3.0	3.1	3.1	3.2
275	0.8	1.3	1.8	2.2	2.4	2.6	2.8	2.9	3.0	3.0	3.0
300	0.8	1.3	1.7	2.1	2.3	2.5	2.6	2.8	2.8	2.9	2.9
500	0.6	1.0	1.3	1.6	1.8	1.9	2.0	2.1	2.2	2.2	2.2
750	0.5	0.8	1.1	1.3	1.5	1.6	1.7	1.7	1.8	1.8	1.8
1000	0.4	0.7	0.9	1.1	1.3	1.4	1.4	1.5	1.5	1.6	1.6
1250	0.4	0.6	0.8	1.0	1.1	1.2	1.3	1.3	1.4	1.4	1.4
1500	0.4	0.6	0.8	0.9	1.0	1.1	1.2	1.2	1.3	1.3	1.3
1750	0.3	0.5	0.7	0.9	1.0	1.0	1.1	1.1	1.2	1.2	1.2
2000	0.3	0.5	0.7	0.8	0.9	1.0	1.0	1.1	1.1	1.1	1.1
2250	0.3	0.5	0.6	0.8	0.8	0.9	1.0	1.0	1.0	1.0	1.0
2500	0.3	0.4	0.6	0.7	0.8	0.9	0.9	1.0	1.0	1.0	1.0

Table 23

Standard Errors for Average (Mean) Tuition and Fees

Type of Training	Standard Error
Chapter 34 - Total	$ 28
College Level	
Public	36
Private	63
Other Residence Schools	
Public	37
Private	61
Chapter 35 - Total	35
College Level	
Public	43
Private	85
Other Residence Schools	
Public	38
Private	61

Table 24

Standard Errors for Average (Mean) Books and Supplies

Type of Training	Standard Error
Chapter 34 - Total	$ 5
College Level	
Public	7
Private	9
Other Residence Schools	
Public	12
Private	15
Chapter 35 - Total	7
College Level	
Public	9
Private	8
Other Residence Schools	
Public	28
Private	18

APPENDIX B

VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

The Veterans Administration needs your help to conduct the education tuition assistance study required by Public Law 508 of the 93rd Congress. Part of the study concerns obtaining the views and suggestions of interested parties.

You were selected in a small sample of trainees to represent the more than 1.7 million persons now receiving educational benefits under VA programs. Your voluntary answers to questions on the following pages will be combined with answers from other persons in the sample. These data will be analyzed and general opinions will be referred to the Congress for their consideration.

Section A (page 2) of this document gives information about the method and amount of benefit payments under the World War II and the current training programs. Please review the information in Section A, particularly the table at the bottom of page 2 before starting to answer the questionnaire.

Responses to questions will be used on an anonymous basis for statistical purposes only. The information you provide will be kept in strictest confidence and will never be put in your VA records or those of any other government agency. Only a limited number of people, those who process or code the questionnaire, will have access to this document.

Please complete and mail this questionnaire within five days. Use the enclosed self-addressed envelope which requires no postage. Your assistance in this survey is appreciated.

Rufus H Wilson
RUFUS H. WILSON
Chief Benefits Director

Enclosure

FL 20-588
APR 1975

PUBLIC LAW 93-508 EDUCATION QUESTIONNAIRE

SECTION A — GENERAL INFORMATION

1. Background. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two methods have been used: (1) tuition allowance calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the cost of both tuition and subsistence.

The first of these two methods was used for World War II GI bill trainees. Due to abuses, frauds, and problems experienced in administering the World War II program, Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method.

During the 93rd Congress, the education assistance allowance was increased 22.7 percent for GI bill trainees. At that time the Congress also considered but did not approve partial tuition assistance plan for current GI bill (chapter 34) and Dependents Education Assistance Program (chapter 35) trainees. However, they did provide that the Veterans Administration will make a study of the problems which might be incurred in such a procedure and report to the Congress. This study is directed by Public Law 93-508.

2. World War II Program. Veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Lesser amounts were paid for part-time training. Also, there was a ceiling on combined earnings and subsistence allowance for World War II GI bill trainees. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents.

3. Current Benefits. Full-time vocational rehabilitation benefits for service-disabled veterans (chapter 31) consist of separate subsistence allowance paid to the veteran and customary cost of tuition, fees, and books paid directly to the school. Other veterans (chapter 34) and dependents (chapter 35) attending training institutions on a full-time basis receive a single level monthly payment for both purposes. The table below shows a comparison of January 1975 benefits under the two methods. Lesser amounts are paid for part-time training. Note that subsistence allowance is lower when a separate tuition allowance is provided.

FULL-TIME INSTITUTIONAL TRAINING BENEFITS

	Monthly Allowance				
Type of Assistance	No Dependents	One Dependent	Two Dependents	Each Additional	Tuition Allowance
Vocational Rehabilitation	$209	$259	$304	$22	Customary tuition, books and fees
GI Bill	270	321	366	22	None
Dependents Education	270	—	—	—	None

FOR VACO USE ONLY

SECTION B — QUESTIONNAIRE

O.M.B. No. 76-S75004
Approval Expires Dec. 1975
RCS 20-15-S

10 1. What was the principal reason you entered training under a VA program? (check one)

- 1 ☐ I wanted to increase my education or vocational skill
- 2 ☐ I wanted to update my professional or vocational skill
- 3 ☐ I wanted to learn a new profession or vocational skill
- 4 ☐ I wanted the training allowance because it provided extra income over and above the cost of training
- 5 ☐ Other (explain) __________

11 2. What was the principal reason you selected the school you are now attending (or last attended)? (check one)

- 1 ☐ Geographic location
- 2 ☐ Field of study
- 3 ☐ School reputation
- 4 ☐ Low cost of tuition and fees
- 5 ☐ Recommended by others
- 6 ☐ Friends attending
- 7 ☐ Other (specify) __________

12-14 3. How many credit hours are (were) you taking in the spring of 1975 (report number of hours)?

- 1 ☐ Quarter hours __________
- 2 ☐ Semester hours __________
- 3 ☐ Clock hours __________
- 4 ☐ Other (specify) __________

15 4. What was your class standing in the spring of 1975? (check one)

- 0 ☐ Occupational training (nondegree)
- 1 ☐ First year, undergraduate or first professional
- 2 ☐ Second year, undergraduate or first professional
- 3 ☐ Third year, undergraduate or first professional
- 4 ☐ Fourth year, undergraduate or first professional
- 5 ☐ Fifth year, undergraduate or first professional
- 6 ☐ Sixth year, undergraduate or first professional
- 7 ☐ Graduate student
- 8 ☐ Advanced professional
- 9 ☐ Other (specify) __________

16 5. What type of school are (were) you attending in the spring of 1975? (check one)

- 1 ☐ High school
- 2 ☐ Business, vocational or trade school
- 3 ☐ Two year junior or community college
- 4 ☐ Nursing school
- 5 ☐ Undergraduate school
- 6 ☐ Graduate school (including law)
- 7 ☐ Medical or dental school
- 8 ☐ Other (specify) __________

6. Enter your average expenses for each category while you are (were) in school during the spring of 1975. Include expenses you pay for dependents while you are in school (report them under "All Other Expenses"). Exclude "free" housing or food from relatives while you are (were) in school.

	Expenses while in school	Amount		Time Period
17-21	Tuition and fees (yours only)	$	per	
22-25	Books and supplies (yours only)	$	per	
26-31	All other expenses (include food, housing, utilities, transportation, insurance, loans, laundry, medical, dental, recreation, clothing, etc.)	$	per	
32-37	Total expenses	$	per	

38 If relatives (not spouse) provided free housing or food while you are (were) in school, check here. ☐

7. Enter average amount of funds available to you for each category while you are (were) in school during the spring of 1975.

	Funds available while in school	Amount		Time Period
39-44	My own earnings	$	per	
45-50	My spouse's earnings	$	per	
51-56	Savings used	$	per	
57-59	VA education allowance	$	per	Month
60-65	Loans	$	per	
66-71	All other sources (include funds from family other than spouse, state assistance, grants, scholarship, fellowship, welfare, unemployment compensation, retirement pay, etc.)	$	per	
72-77	Total funds available	$	per	

(Amounts reported for expenses and funds available should be approximately equal, if they are not, please recheck your entries to see if they are complete and accurate.)

FOR OFFICIAL USE ONLY

CARD COLUMN	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
CODE																							
CARD COLUMN	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55
CODE																							
CARD COLUMN	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	
CODE																							

FOR VACO USE ONLY

Note Question 8 is to be answered only by service disabled veterans whose training is under the Vocational Rehabilitation Program (chapter 31) All other persons (including service disabled veterans) training under the GI bill (chapter 34) or the Dependents Educational Assistance Program (chapter 35) will skip to question 9 Persons who answer question 8 will then skip to question 17

78 8 If you had the choice, would you prefer to keep the benefits payment procedure you now have or would you prefer to have it changed? (check one)

1 ☐ I prefer the present system of having the VA make direct payment to the school for my tuition and fees and a separate payment of subsistence allowance to me

2 ☐ I would prefer to continue the present payment of subsistence allowance to me but would like to have the VA send the payment for tuition and fees to me and let me make direct payment to the school

3 ☐ I would prefer the benefits payment system now used for the GI bill where I would get a flat allowance each month which would be based upon my present subsistence allowance plus an additional amount for tuition and fees based upon the average cost of tuition and fees in all schools (I understand that under this system I would pay my own tuition and fees.)

Persons who have answered question 8 will skip to question 17

Note Questions 9 through 16 are to be answered only by persons whose training is under the GI bill (chapter 34) or the Dependents Educational Assistance Program (chapter 35)

79 9 If you had the choice, would you prefer to keep the benefits payment procedure you now have or would you prefer that it be changed? (check one)

1 ☐ I prefer the present system of having the VA pay directly to me a monthly allowance which I use at my own discretion to assist in payment of my living expenses and my school expenses (if you check this response, skip to question 17)

2 ☐ I would prefer to receive a smaller monthly subsistence allowance (as is now paid to trainees under chapter 31, see page 2) and have a separate allowance toward payment of the actual cost of my tuition and fees

80 10 If you prefer a separate payment for tuition and fees, would you like to have this payment made (check one)

1 ☐ Directly to you, or
2 ☐ Directly to the school

CARD II

11 Would you prefer separate payment for the cost of tuition and fees if the amount of such payment were to be the actual cost of tuition and fees charged by your school for a regular school year up to a limit of

	Amount	Check "Yes" or "No" for EACH of the following alternatives
10	Not more than $700	1 ☐ Yes 2 ☐ No
11	Not more than $1,000	1 ☐ Yes 2 ☐ No
12	Not more than $2,000	1 ☐ Yes 2 ☐ No
13	Not more than $3,000	1 ☐ Yes 2 ☐ No
14	Not more than $4,000	1 ☐ Yes 2 ☐ No
15	More than $4,000	1 ☐ Yes 2 ☐ No

16 12 Would you still prefer separate payment for the cost of tuition and fees if the amount of the VA payment were to be limited to 80 percent of the school's yearly tuition and fee charge up to $1,000, after excluding the first $100 of tuition and fees? For example, if the cost of tuition is $1,200, you would pay the first $100, twenty percent of the next $900, and all of the remainder ($100 + $180 + $200 = $480)

1 ☐ Yes
2 ☐ No

FOR OFFICIAL USE ONLY

CARD COLUMN	78	79	80	CARD II	10	11	12	13	14	15	16
CODE											

FOR VACO USE ONLY

17 13 If you checked "Yes" under any of the alternatives given above in questions 11 or 12, would you transfer to a higher cost school if that alternative were to be enacted into law? (check one)

1 ☐ Yes
2 ☐ No

18 14 Would you agree that tuition allowance paid to or for a trainee is to be charged against entitlement if the trainee terminates his enrollment early? For example: In September, the trainee enrolls in school and a $500 semester tuition allowance is paid. Trainee terminates his enrollment after the tuition refund period has expired. A full semester would be charged to his entitlement. Do you agree? (check one)

1 ☐ Yes, I agree
2 ☐ No, I disagree

19 15 If you prefer separate payment for the cost of tuition and fees, would you favor inclusion of a provision for accelerated payment with proportionate reduction of your training entitlement? For example: Assuming that the maximum tuition allowance is $1,000 per regular school year, and your cost of tuition is $2,000 per school year, should you have the option to request payment of the full $2,000 with a charge of two regular school years to your entitlement instead of one year? Note that this would reduce the total amount of time you may train. (check one)

1 ☐ Yes
2 ☐ No

20 16 Would you agree that, as under the World War II GI bill, a subsistence allowance should not be paid a trainee if non-VA income exceeds a reasonable living expense as established by law? For example: Payment would be paid for tuition and fees, but there would be no subsistence allowance for a trainee having a gross monthly earnings (while in school) in excess of $460 for veterans with no dependents (or any trainee under the dependents educational assistance program), $590 for veterans with one dependent, $630 for veterans with two or more dependents. (check one)

1 ☐ Yes
2 ☐ No

21-30 17 If you have questions about your benefits, please refer them to the Veterans Representative on Campus at your school, or to your nearest Veterans Administration office. We'd appreciate your home telephone number in the space provided below. We may want to discuss with you some of the answers that you have given to our questions.

__________ (Area Code) __________ (Number)

This is the end of the survey. Please place the completed questionnaire in the enclosed envelope and mail it today. Thank you for your help.

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CARD COLUMN	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
CODE																

If you want to write to the Veterans Administration Office in your area, address your letter to the DIRECTOR, VA REGIONAL OFFICE at the address indicated below

Area	*Address*
Alabama	Aronov Bldg 474 S Court St , Montgomery 36104
Alaska	P.O Box 1288, Juneau 99802
Arizona	3225 North Central Ave , Phoenix 85012
Arkansas	Federal Bldg , 700 W Capitol Ave , Little Rock 72201
California	Federal Bldg , 11000 Wilshire Blvd , W Los Angeles 90024
	1250 Sixth Ave , San Diego 92101
	211 Main St , San Francisco 94105
Colorado	Denver Federal Center, Denver 80225
Connecticut	450 Main Street, Hartford 06103
Delaware	1601 Kirkwood Hwy , Wilmington 19805
District of Columbia	941 N Capitol St , Washington 20421
Florida	Federal Bldg , 144 First Ave , S , St Petersburg 33731
Georgia	730 Peachtree St , NE, Atlanta 30308
Hawaii	P O Box 3198, Honolulu 96801
Idaho	550 W Fort Street, Boise 83724
Illinois	P O Box 8136, Chicago 60680
Indiana	575 N Pennsylvania St , Indianapolis 46204
Iowa	Federal Office Bldg , 210 Walnut St , Des Moines 50309
Kansas	5500 E Kellog, Wichita 67218
Kentucky	600 Federal Place, Louisville 40202
Louisiana	701 Loyola Avenue, New Orleans 70113
Maine	Togus 04330
Maryland	Federal Bldg , 31 Hopkins Plaza, Baltimore 21201
Massachusetts	John Fitzgerald Kennedy Federal Bldg , Boston 02203
Michigan	P O Box 1117A, Detroit 48232
Minnesota	Federal Bldg , Fort Snelling, St Paul 55111
Mississippi	1500 E Woodrow Wilson Blvd , Jackson 39216
Missouri	Federal Bldg , 1520 Market St , St. Louis 63103
Montana	Fort Harrison 59636
Nebraska	220 S 17th St , Lincoln 68508
Nevada	1201 Terminal Way, Reno 89502
New Hampshire	497 Silver St , Manchester 03103
New Jersey	20 Washington Place, Newark 07102
New Mexico	500 Gold Avenue, SW, Albuquerque 87101
New York	Federal Bldg , 111 W Huron St , Buffalo 14202
	252 Seventh Avenue, New York 10001
North Carolina	Wachovia Bldg , 301 N Main St , Winston Salem 27102
North Dakota	2101 Elm Street, Fargo 58102
Ohio	Federal Office Bldg , 1240 E 9th St , Cleveland 44199
Oklahoma	2nd & Court Street, Muskogee 74401
Oregon	426 SW Stark St , Portland 97204
Pennsylvania	5000 Wissahickon Ave , Philadelphia 19101
	1000 Liberty Ave , Pittsburgh 15222
Philippines	1131 Roxas Blvd , Manila
Puerto Rico	GPO Box 4867, San Juan 00936
Rhode Island	Federal Bldg , Kennedy Plaza, Providence 02903
South Carolina	1801 Assembly St , Columbia 29201
South Dakota	2501 West 22nd St , Sioux Falls 57101
Tennessee	110 9th Ave South, Nashville 37203
Texas	2515 Murworth Dr , Houston 77054
	1400 N Valley Mills Drive, Waco 76710
Utah	125 S State Street, Salt Lake City 84138
Vermont	White River Junction 05001
Virginia	211 W Campbell Avenue, Roanoke 24011
Washington	915 Second Ave , Seattle 98174
West Virginia	502 Eighth St , Huntington 25701
Wisconsin	342 N Water Street, Milwaukee 53202
Wyoming	2360 E Pershing Blvd , Cheyenne 82001

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VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

COVER LETTER - SECOND REQUEST

We recently asked you to complete the attached questionnaire. Since we have not received your response, we are repeating our request and sending you another questionnaire. If you have already returned the first one, please disregard this request.

This survey was directed by the Congress to obtain opinions of persons who are receiving educational assistance. Results of the survey will be considered by the Congress in determining changes to educational benefits for veterans and their dependents. Your response to this questionnaire is very important to the success of this survey.

Please give us a few minutes of your time. Fill out the questionnaire and return it as soon as possible in the enclosed self-addressed envelope which requires no postage. The table of benefits at the bottom of page two should be reviewed before you start to answer the questionnaire.

Let me personally assure you that any information you give us will be kept strictly confidential. No information of any kind from this questionnaire will be put in your personal Veterans Administration records or those of any other government agency.

Thank you for your cooperation.

RUFUS H. WILSON
Chief Benefits Director

Enclosure

FL 20-688a
APR 1975

VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

COVER LETTER - THIRD REQUEST

We are again asking your cooperation to complete this questionnaire. If you have already returned a completed questionnaire, please disregard this request.

The Congress has directed that we obtain opinions about benefits from persons receiving educational assistance. However, there are over 1.7 million — we can only survey the small sample which we selected to represent all trainees. That is why your personal response is very important to the validity of this survey.

You can help us a great deal by assisting in the survey. Please fill out the questionnaire and return it as soon as possible in the enclosed self-addressed envelope which requires no postage. The table of benefits at the bottom of page two should be reviewed before you start to complete the questionnaire.

Let me emphasize the personal and confidential nature of your reply. The information you give will be used for statistical purposes only. Nothing from this questionnaire will be entered in your Veterans Administration records or those of any other government agency.

Thank you for your cooperation.

RUFUS H. WILSON
Chief Benefits Director

Enclosure

FL 20-688b
APR 1975

APPENDIX C

VETERANS ADMINISTRATION
OFFICE OF THE CHIEF BENEFITS DIRECTOR
WASHINGTON, D.C. 20420

Date

In Reply Refer to: 20/201F

O.M.B. No. 76-S75003
Approval Expires Dec. 1975
RCS 20-16-S

Dear

The Administrator of Veterans Affairs has asked me to conduct the education tuition assistance study required by Public Law 93-508. This study is to investigate the administrative difficulties and opportunities for abuse that would be occasioned by enactment of variable tuition assistance legislation, and of ways these problems could be avoided or minimized through legislative or administrative action.

Part of the study concerns obtaining the views and suggestions of service organizations, education groups, and other government agencies. We would appreciate the opinions of your organization. Pertinent portion of Public Law 93-508 and general information about Veterans Administration education assistance are enclosed for your convenience.

Views and suggestions of all interest parties will be summarized and referred to the President and the Congress. To aid our summarization and analysis of responses, please address your comments to items under the following three general categories:

Part I. Calculation and Payment of Education Assistance.

State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice.

If you favor separate tuition payments, indicate your choice, giving reasons, of having payments sent (1) directly to the school, or (2) directly to the student.

If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?

If you favor separate tuition payments, would you also favor inclusion of a provision for acclerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period.

Part II. Administrative Procedures.

Comment on the impact, additional cost, and administrative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually.

Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?

Should the school be liable for tuition overpayments based on erroneous certifications by the school?

Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is no, what would be a reasonable time?

Can you suggest procedures which would avoid or minimize false claims?

Part III. Other Comments.

Describe anticipated problems pertaining to the payment of education tuition assistance allowances that you wish to bring to the attention of the Veterans Administration. Include your suggestions for eliminating or minimizing these problems through legislative or administrative action.

Receipt of your comments by June 15, 1975 will permit consideration for the study report to the President and the Congress. Your assistance in this study is appreciated.

Sincerely yours,

RUFUS H. WILSON
Chief Benefits Director

Enclosure

VETERANS ADMINISTRATION EDUCATION QUESTIONNAIRE

SECTION A -- EXTRACT OF PUBLIC LAW 93-508

Section 105. (a) The Administrator shall carry out directly a thorough study and investigation of the administrative difficulties and opportunities or (for) abuse that would be occasioned by enactment of some form of variable tuition assistance allowance program, with reference to such difficulties and abuses experienced by the Veterans Administration after the end of World War II in carrying out the provisions of Veterans' Regulation Numbered 1 (a), relating to the payment of tuition and related expenses for veterans of World War II pursuing a program of education or training under the Servicemen's Readjustment Act of 1944, and to any such difficulties and abuses presently being experienced by the Veterans Administration in carrying out existing tuition assistance programs under Title 38, United States Code, including Chapter 31 vocational rehabilitation, correspondence courses, flight training and PREP, and of ways in which any such difficulties and abuses could be avoided or minimized through legislative or administrative action so as to ensure an expeditious, orderly, and effective implementation of any tuition assistance allowance program.

(b) In carrying out the study and investigation required by subsection (a), the Administrator shall consult with and solicit the views and suggestions of interested veterans' organizations, educational groups and associations, persons receiving assistance under chapters 31, 34, 35, and 36 of Title 38, United States Code, other Federal departments and agencies, and other interested parties.

(c) The Administrator shall report to the Congress and the President not later than one year after the date of enactment of this Act on the results of the study and investigation carried out under this section, including any recommendations for legislative or administrative action.

SECTION B -- GENERAL INFORMATION

1. Background. Historically, veterans education assistance for school trainees has consisted of variable payments toward the cost of tuition and subsistence, however, the method of calculating and paying benefits has differed. Generally, two

methods have been used: (1) tuition allowance calculated and paid directly to the school with separate subsistence allowance paid to the trainee; and (2) a single level monthly payment sent directly to the trainee that represents assistance toward the cost of both tuition and subsistence.

The first of these two methods was used for World War II GI bill trainees. Due to abuses, frauds, and problems experienced in administering the World War II program, Congress provided education assistance to Korean and Vietnam veterans and dependents under the second method.

During the 93rd Congress, the monthly education allowance was increased 22.7 percent for GI bill trainees. At that time the Congress also considered but did not approve partial tuition assistance for current GI bill (chapter 34) and Dependents Education Assistance Program (chapter 35) trainees. However, they did provide that the Veterans Administration conduct a study of the problems which might be incurred in such a procedure and report to the Congress. This study is directed by Public Law 93-508.

2. World War II Program. Veterans were paid a subsistence allowance of $75 a month without dependents, $105 for veterans with one dependent and $120 for veterans with more than one dependent; and payments were made to the school not in excess of $500 per ordinary school year for customary costs of tuition, books, supplies, equipment and other fees for full-time institutional training. Lesser amounts were paid for part-time training. Also, there was a ceiling on combined earnings and subsistence allowance for World War II GI bill trainees. No subsistence was paid a trainee having gross monthly earnings of $210 for veteran with no dependents; $270 for veteran with one dependent; $290 for veteran with two or more dependents.

3. Current Benefits. Full-time vocational rehabilitation benefits for service-disabled veterans (chapter 31) consist of separate monthly subsistence allowance paid to the veteran and customary cost of tuition, fees, and books paid directly to the school. Other veterans (chapter 34) and dependents (chapter 35)

attending training institutions on a full-time basis receive a single level monthly payment for both purposes. The table below shows a comparison of January 1975 benefits under the two methods. Lesser amounts are paid for part-time training. Note that the monthly allowance is lower when a separate tuition allowance is provided.

FULL TIME INSTITUTIONAL TRAINING BENEFITS

	Monthly Allowance				
Type of Assistance	No Dependents	One Dependent	Two Dependents	Each Additional	Tuition Allowance
Vocational Rehabilitation	$ 209	$ 259	$ 304	$ 22	Customary tuition, books and fees
GI Bill	270	321	366	22	None
Dependents Education	270	---	---	--	None

FEDERAL DEPARTMENTS AND AGENCIES

Dr. Terrell H. Bell
Commissioner of Education
Department of Health, Education
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400 Maryland Avenue, S.W.
Washington, D.C. 20202

Honorable William E. Simon
Secretary of the Treasury
Washington, D.C. 20220

Honorable John T. Dunlop
Secretary of Labor
Washington, D.C. 20210

Honorable James R. Schlesinger
Secretary of Defense
Washington, D.C. 20301

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1900 L Street, N.W.
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Mr. Dan M. Martin
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Mr. Richard A. Fulton
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Mr. John F. Prience
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Mr. Alan Ostar
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National Association of Independent Schools
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Mr. John D. Doncaster
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Denton, Texas 76201

Mr. Dean E. McHenry
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University of California
Santa Cruz, California 95060

Mr. Richard W. Burkhardt
President, North Central Association of Colleges and Secondary Schools
Ball State University
Muncie, Indiana 47306

Mr. Robert C. Verkler
Head, Inter-American College Association
California State University
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Los Angeles, California 90032

Mr. W. Robert Parks
President, The National Association of State Universities and Land Grant Colleges
Iowa State University
Ames, Iowa 50010

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President, Pacific Northwest Association of Independent Schools
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State Accrediting Agency
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Mr. Felix C. Robb
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795 Peachtree Street, N.E.
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Mr. E. K. Fretwell, Jr.
President, Middle States Association of Colleges and Secondary Schools, Inc.
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

Mr. Valleau Wilkie, Jr.
President, New England Association of Schools and Colleges
131 Middlesex Turnpike
Burlington, Massachusetts 01803

Ms. Edna Earle Mullins
President, Southern Association of Independent Schools
The Brooke Hill School for Girls
4801 Altamont Road
Birmingham, Alabama 35222

APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

MAY 29 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

In response to your request of May 9 for the views and suggestions of the Office of Education regarding the education tuition assistance study required by P.L. 93-508, I am pleased to submit for your information the following response:

Part 1. Calculation and Payment of Education Assistance

The Office of Education recommends continuation of the present combined level payment plan. This plan provides for the use of educational benefits by the veteran for either a contribution to tuition or for use in meeting the costs of subsistence. The option remains with the veteran. Many veterans currently attend, through choice, a public institution that may charge no tuition or a very modest tuition. A number of public institutions waive tuition payments for veterans, and the veteran attending this type of institution can utilize his educational benefits nearly exclusively for subsistence. A policy of separate tuition payments is not supported by the Office of Education.

Part 2. Administrative Procedures

The Office of Education believes that there would be a significant impact and an additional administrative burden on postsecondary institutions if they were required to process an estimated 2,500,000 separate tuition payments annually. The additional costs generated by the utilization of separate tuition payments would probably motivate institutions to seek relief from this cost burden through the medium of an administrative allowance.

There would also be the potential for erroneous certifications and false claims. The possibility of requiring the posting of a performance bond by the institutions to protect the government's interest might be one method to assure the absence of fraud if separate tuition payments were determined to be an acceptable method for distributing educational benefits to veterans.

Thirty days would appear to be a reasonable time period for institutions to process tuition refunds for persons failing to commence a program of education or for terminations within the school refund period.

We do not have a recommendation regarding procedures that might be established for the purpose of minimizing or eliminating false claims; however, we would be pleased to participate in any discussion you might wish to hold on this subject.

Part 3. Other Comments

An additional problem, pertaining to the payment of educational assistance allowances directly to the institution, could result in undue pressure on veterans through the use of sales media by marginal postsecondary institutions that might place their own enrollment quotas in a higher place than that of the educational need of the veteran.

I appreciate the opportunity to provide these suggestions to you, and I shall be pleased to assist you with any additional information that may be helpful to you in the conduct of your study.

Sincerely,

T. H. Bell
U.S. Commissioner
of Education

B8

U. S. DEPARTMENT OF LABOR
OFFICE OF THE SECRETARY
WASHINGTON

JUN 16 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

In response to your request of May 9 for the Department of Labor's views on educational tuition assistance, I am pleased to furnish the enclosed material. The views put forward in the enclosed memorandum are based on the experience of the Manpower Administration in their administration of the Manpower Development and Training Act. You will note that this experience is limited in terms of your concerns and questions and that the MDTA program and the current Comprehensive Employment and Training Programs are in large part dissimilar from VA's educational benefit programs. We do hope, however, that these views and comments are of value to you in your present study.

If you should have further questions regarding the enclosed, please contact Mr. John Cheston, Acting Director, Office of Policy Development (523-6054) directly.

Sincerely,

John T. Dunlop

Secretary of Labor

Enclosures

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
WASHINGTON, D.C. 20210

4 JUN 1975

MEMORANDUM FOR JOHN CHESTON

As you requested, we have reviewed the Veterans Administration request for comments on the payment of tuition/stipends under Public Law 93-508. In line with your suggestion, we have based our responses on our experiences under MDTA and other statutes and programs. They follow the outline of the V.A. letter to the Secretary.

Part I Calculation and Payment of Education Assistance

Under MDTA, "tuition", or payment of education costs, were separate from the allowances paid to trainees. This was because the law divided responsibility for the two functions between the Secretary of Health, Education, and Welfare and the Secretary of Labor. The system worked well because HEW worked directly with State agreement agencies which in turn provided training through public and private facilities. Because of fairly rigid controls, there were few if any scandals, as such, although many schools did use MDTA funds as a device to build up their equipment and facilities.

In those few instances where enrollees were given payments with the intent that they in turn, reimburse a facility for some service, i.e., subsistance or transportation, there were occasions of abuse on one side or another. Therefore, we would recommend the first approach with payments directly to the school. We see no reason why a school should charge anything but its customary fees so long as those charges are in line with similiar courses being offered in the area and do not exceed those paid by non-V.A.-financed students.

The inclusion of a provision for accelerated payment of benefits appears valid in that it would provide flexibility to the individual in selecting a course of study. Naturally, we assume that the rate of tuition being charged would be legitimate and that the full duration of the course could be completed within the shortened entitlement period.

Part II Administrative Procedures

Except for a small number of "individual referrals" most reimbursement to schools for educational costs under MDTA were on a "class size" basis thereby reducing the administrative burden considerably. As a result, the costs of the HEW-State Agreement Agency Operation were not unreasonable particularly in view of its general freedom from abuse. The V.A. program is a different thing entirely with its emphasis on individual choice of schools by the participant. Obviously the cost to the government will be high but the burden to the schools should be offset by their increased enrollments. We would not think that even if the schools requested additional reporting fees for V.A.-financed students that their requests would be valid.

We believe the schools should be held liable for tuition overpayments based upon their own errors. The threat of such liability would keep such errors to a minimum.

The next two questions relating to appropriate periods for tuition refunds and false claims by schools are beyond our expertise as these matters were generally HEW responsibilities.

Part III Other Comments

Under the Comprehensive Employment and Training Act of 1973, we have seen a gradual but marked shift by CETA Prime Sponsors toward the use of individual referral training. While allowances are still separate from "tuition" for those CETA participants taking courses in school settings, no difficulty has been experienced in having several hundred prime sponsors contracting directly with a wide variety of educational institutions. Of course, CETA is primarily a decentralized administrative structure which spreads the administrative costs over many actors and thereby makes them less visable than would be the case under the PL-93-508 program. However, the regulations covering the payment of CETA allowances and the use of funds by prime sponsors and their agents (i.e., the schools) are such as to have prevented, so far, the abuses which seem to be the primary concern of V.A.

WILLIAM B. HEWITT

THE DEPARTMENT OF THE TREASURY
WASHINGTON, D.C. 20220

FISCAL ASSISTANT SECRETARY

JUN 25 1975

Dear Mr. Wilson:

This is in response to your letter of May 9 to the Secretary regarding the education tuition assistance study required by Public Law 93-508.

The study requires that views and suggestions be obtained from such diverse interest groups as service organizations, education groups, and government agencies. Comments of the Department are limited to Parts I and II of the study and relate only to our responsibilities for issuing the Treasury checks for education assistance payments.

Part I - Calculation and Payment of Education Assistance

The present combined level payment plan is preferable over having separate tuition and subsistence payments. The issuance of one combined payment check is less expensive than issuing two separate checks and also results in less administrative costs relative to follow-up handling of claims of nonreceipt.

Part II - Administrative Procedures

It would cost the Treasury Department about $325,000 annually to prepare and mail the estimated 2,500,000 separate tuition payments. This is a preparation cost of $75,000 and an additional $250,000 to mail them to the payees. Additionally, there would be increased costs in related administrative matters, such as processing a larger volume of nonreceipt claims, preparation of check issuance microfilm and check reconciliation and accounting documents. Personal service and non-personal service costs, including computer and other machine usage time, would also increase.

We appreciate the opportunity to respond and hope that the information furnished will be of assistance.

Sincerely yours,

John K. Carlock

Mr. Rufus H. Wilson
Chief Benefits Director
Office of the Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

ASSISTANT SECRETARY OF DEFENSE
WASHINGTON, D.C. 20301

MANPOWER AND
RESERVE AFFAIRS

12 JUN 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear ~~Mr. Wilson:~~ Rufus:

Secretary Schlesinger asked me to answer your letter of May 9, 1975, regarding the education tuition assistance study required by Public Law 93-508.

We sent a copy of your letter to the education officers in each Military Department, requesting their comments. Attached is the Air Force reply. We will forward replies from the Army, Navy, and Marine Corps as soon as they are received.

Sincerely,

Tom

Thomas W. Carr
Director
Defense Education

Attachment

AMERICAN REVOLUTION BICENTENNIAL 1776-1976

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS UNITED STATES AIR FORCE
WASHINGTON, D.C.

23 May 1975

REPLY TO
ATTN OF: DPPE

SUBJECT: Education Tuition Assistance Study (Public Law 93-508) (Your Memo, 13 May 75)

TO: Director, Voluntary Education
OASD(M&RA)

The following comments and opinions are provided. They have been developed from the standpoint in our primary interest in the in-service use of VA benefits by active duty personnel. Our interests may not necessarily coincide with those of ex-servicemen and women or of educational institutions in terms of their veteran students. Overall, we find the current system satisfactory in the context of our voluntary educational programs.

Part I - Calculation and Payment of Education Assistance: Continuation of the present combined level payment plan is preferred. For active duty members, VA benefits for part-time study are limited to the actual cost of the tuition. They receive no extra allowance for dependents since "subsistence" is not covered for them. The situation would be complicated for those who receive full-time benefits (i.e., while on Bootstrap TDY) if the payments were divided between "tuition" and "subsistence" since they might lose the portion attributed to "subsistence."

If a separate tuition payment system were enacted, payments should be based on the stated (customary) tuition charge. In no event should an institution be permitted to charge one of its residents at an out-of-state rate because he is VA.

Part II - Administrative Procedures: We do not believe that a separate tuition system would increase workload in our Air Force Education Centers but it would certainly increase the administrative work in the civilian institutions - possibly enough to reflect in higher tuition rates. Schools would probably ask for increased school reporting fees. This should be resisted by the VA. Almost all schools are in a highly competitive market for students. There is no need to subsidize them additionally for enrolling veteran students.

Institutions definitely should be held responsible for overpayments based on their erroneous certifications.

Thirty (30) days is a reasonable deadline for schools to make refunds in the context of the question.

To avoid false claims by individuals, the best safeguard is to require adequate certification by the institution. With regard to abuses by schools, the best safeguard is to make it known that the VA conducts compliance surveys on a random sample basis - and for the VA to actually make such surveys on a continuing basis.

Underwrite Your Country's Might - Buy U.S. Savings Bonds

Part III - Other Comments: We recommend a basic change in the system of calculating payments and the depletion of entitlement. Please see the attached letter from the Strategic Air Command, 15 May 75. We continue to support the suggestion and have never received an adequate explanation why it is not acceptable to the VA. We recommend that its features be included in any early change to the VA legislation.

Robert W. Quick
ROBERT W. QUICK
Chief, Education Services Function
Education Division

1 Atch
CINCSAC/DPATE Ltr, 15 May 75, w/atch

NOTE: Attachment removed -- not pertinent to Education Tuition Assistance Study.)

DEPARTMENT OF THE NAVY
OFFICE OF THE CHIEF OF NAVAL OPERATIONS
WASHINGTON D.C. 20350

IN REPLY REFER TO
Ser 991E/71713
17 JUN 1975

MEMORANDUM FOR THE DIRECTOR, OFFICE OF DEFENSE EDUCATION

Subj: Education Tuition Assistance Study (P. L. 93-508)

Ref: (a) OASD(M&RA) memo of 13 May 1975

1. Reference (a) forwarded a Veterans Administration (VA) letter of 9 May 1975 regarding an Education Tuition Assistance Study and requested opinions on the Veterans Administration letter.

2. The Navy has had no significant experience with the manner in which the VA pays educational assistance to veterans. Therefore, we can only comment upon the manner in which active duty Navy personnel have been assisted by the Veterans Administration under the In-Service Provisions of Chapter 34, Title 38, United States Code.

3. The following comments are in the same order as in the Veterans Administration letter:

a. Part I, Calculation and Payment of Education Assistance

(1) The present system for in-service personnel is favored and should be continued. Under this system, the Veterans Administration makes payment for the entire quarter, semester, or term to the service person after the Veterans Administration receives the signed Enrollment Certification from the school or training establishment. If the service person applies for advance payment, the Veterans Administration sends the check to the school for delivery to the service person upon registration. Payment is based upon the cost of the course (tuition and fees) not to exceed the full-time monthly rate of $270 (proportionately scaled downward for 3/4 time, 1/2 time, and 1/4 time). The number of dependents is not a factor in this payment.

(2) It is recommended that the payment of state-resident tuition rates or non-state-resident tuition rates by the Veterans Administration be a matter of the laws of the state in which the institution is located. If state laws regard the service person as a legal resident, then

the Veterans Administration should pay the charges levied upon residents. Conversely, if a service person is regarded as a non-resident, then the Veterans Administration should pay the public institution the tuition rate of a non-resident. For private or proprietary institutions, the Veterans Administration should pay the same rate for both residents and non-residents of the state. It should be noted, however, that some states charge service personnel, whether they be residents or non-residents, the same rate as residents.

b. Part II, Administrative Procedures

(1) The present system for in-service personnel, if continued, would add no additional administrative burdens to the government or schools.

(2) Inasmuch as the Veterans Administration makes payment to the active duty service person for tuition and fees, the service person should be obligated to return such payment, or portion thereof, if he does not commence the program, terminates the program, or fails the program. The government should not demand repayment if the service person is unable to commence or complete the program because of official transfer, hospitalization, or other extenuating circumstances beyond the control of the service person. Recovery of funds from the school is, therefore, the concern of the service person and not of the Veterans Administration.

c. Part III, Other Comments

(1) Since the approval criteria of state agencies vary widely, it is recommended that the Veterans Administration make tuition payments to in-service personnel for post-secondary courses only taken from institutions that are accredited by nationally recognized accrediting agencies and associations. Nationally recognized accrediting agencies and associations are listed in an annual publication published by the Accreditation and Institutional Eligibility Staff, Bureau of Postsecondary Education, Office of Education, Department of Health, Education and Welfare.

(2) Because in-service personnel are highly mobile, it is believed that the above recommendation will permit greater acceptability of credit transfer and will reduce the number of in-service personnel who begin programs of doubtful value.

Ser 991E/71713

(3) It is further recommended that the Director, Voluntary Education, Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) sponsor an annual meeting of service representatives and the Veterans Administration in order to exchange information about institutions attended by in-service personnel. It is believed that such an exchange will surface programs and institutional practices that are inimical to the best interest of in-service personnel.

C. N. MITCHELL
Rear Admiral, U.S. Navy
Deputy Director
[illegible] & Training

Copy to:
CNET

DEPARTMENT OF THE NAVY
HEADQUARTERS UNITED STATES MARINE CORPS
WASHINGTON, D.C. 20380

IN REPLY REFER TO
MTES-50-bdt
1560/1

11 JUN 1975

MEMORANDUM FOR THE DIRECTOR, VOLUNTARY EDUCATION, OASD(M&RA)

Subj: Education Tuition Assistance Study (Public Law 93-508)

Ref: (a) OASD(M&RA) memorandum of May 13, 1975

In response to the request contained in reference (a), the following Marine Corps comments are submitted to assist in the subject study.

Part I. Calculation and Payment of Education Assistance

Continuation of the present combined level payment plan is preferred because it:

1. Permits complete freedom of choice by the individual of both school and location of school and provides equal benefits and opportunities for all eligible veterans.

2. Makes the individual responsible for tuition payments at the school of his choice instead of the school acting as collection agent.

3. Minimizes the record keeping required by a school as opposed to when the tuition is paid directly from the VA.

4. Eliminates possibility of fraud in acceptance of VA payments for disenrolled students or fraudulent enrollments.

5. Eliminates the opportunity for state schools to charge the VA out-of-state tuition rates for state residents as was done in some cases under the World War II G.I. Bill.

6. Contains provisions for advance payments thereby no longer requiring the veteran to pay in advance and then wait for VA checks.

If tuition assistance provisions were enacted into law for all veterans and dependents, payment would be based on the school's customary and established charges for other similarly circumstanced students. Any bona fide

MTES-50-bdt
1560/1

Subj: Education Tuition Assistance Study (Public Law 93-508)

resident of a state should be charged in-state rates to avoid repetition of World War II practices of charging VA out-of-state rates for all students enrolled under the G.I. Bill.

Part II. Administrative Procedures

Processing of separate tuition payments would result in requirements for additional personnel at the schools and at VA offices. The schools would probably significantly increase tuition rates to absorb the increase in costs to the schools.

School handling and certification of separate student tuition payments would generate a high demand for increased school reporting fees in order to offset the increased costs in administration.

Any school which makes erroneous certifications would be held completely liable for tuition overpayments.

Schools should be required to make tuition refunds within 30 days for non-starts and within the established refund period of the school for disenrollment.

Payment to the individual student is the best safeguard against false claims because the student must assume the responsibility for paying his tution.

Part III. Other Comments

Anticipated problems pertaining to the payment of education tuition assistance allowances:

1. Discrimination among veterans enrolling in low and high cost schools.

2. Increase in tuition costs to absorb additional administrative burden to schools.

3. Opportunity for fraudulent enrollments and failure to refund for disenrollments.

Subj: Education Tuition Assistance Study (Public Law 93-508)

4. Additional personnel required by the government and the schools to administer the program.

W. B. Fleming
W. B. FLEMING
Brigadier General, U. S. Marine Corps
Director of Training and Education
By direction of the
Commandant of the Marine Corps

The
American
Legion

★ WASHINGTON OFFICE ★ 1608 "K" STREET N.W. ★ WASHINGTON, D.C. 20006 ★
(202) 393-4811 ★

June 17, 1975

Mr. Rufus H. Wilson (20)
Chief Benefits Director
Veterans Administration
810 Vermont Ave., N. W.
Washington, DC 20420

RE: 20/201F

Dear Mr. Wilson:

We are replying to your letter of May 9, 1975 on the education tuition assistance study directed by section 105 of Public Law 93-508. As requested in your letter, our comments are directed to the following three general categories:

Part I. Calculation and Payment of Education Assistance.

a) With respect to the two options, that is, tuition with reduced subsistence or continuing the present combined payment plan, neither are appropriate to the existing policy of The American Legion. We favor continuation of the existing educational assistance rates as subsistence, plus up to $1000 for each school year to cover cost of tuition, fees, books, and other usual student charges.

Contrary to the views of the Veterans Administration, there are several studies and conclusions which state that the Vietnam Era veteran has less in education dollars than the World War II veteran. Several point to the fact that it is inappropriate to use the Consumer Price Index to compare 1948 educational assistance dollars with those now payable under Chapter 34 of title 38, United States Code.

A comparison in constant dollars between the maximum tuition and subsistence levels available to World War II GI's, with current educational assistance levels shows that as of January 1975, Vietnam Era veterans are deficient on the average of $215 monthly. (See Senator Bellmon's data in the Congressional Record of May 14, 1974.)

In addition, several studies and reports indicate that the educational benefit is most accessible to veterans living in low cost tuition states, and who seek a college level education. It discriminates markedly against those who live in high cost public tuition states and against nonresident veteran students.

b) We favor payment of tuition directly to the school.

c) If tuition assistance provisions are enacted, payments should be based on the school's customary charges for other similarly circumstanced students. Severe penalty provisions should be included to insure that school administrators will not resort to the former practice of charging resident veterans nonresident tuition and fees.

d) As our statements before the Congress will demonstrate, we do favor acceleration of expenditure of entitlement. Since we support tuition assistance, we also support acceleration of its expenditure as exampled in your letter. This acceleration should not pertain to the monthly subsistence allowance payable.

Part II. Administrative Procedures.

a) As we see the strictures that need be imposed on schools with respect to certification of enrolment and attendance, additional administrative burdens would be placed both on the schools and on the Veterans Administration. Increased appropriations would be needed for General Operating Expenses. We have no data on which to base an approximation of additional personnel and funding.

b) Increased administrative procedures associated with tuition payments to the institution or school would, we feel certain, generate a demand for increased reporting fees. However, a standard reporting fee, set by law, could be included in the registration fee and paid by the veteran.

c) Provision should be included in the Act which would provide that the school reimburse the Government where an overpayment of tuition results from an erroneous certification.

d) A [illegible]-day period for tuition refund by the school appears to be reasonable.

e) The number of false claims could be reduced by the provision in law that tuition payments will not be made until the school certifies that the veteran is enrolled in and pursuing the educational objective approved. Erroneous certifications would be subject to the tuition refund discussed under (c) above.

Part III. Other Comments.

This is covered under our several comments in Parts I and II.

Thank you for the opportunity to participate in this study.

Sincerely,

E. H. GOLEMBIESKI, Director
National Veterans Affairs and
Rehabilitation Commission

EHG:sm

VFW

VETERANS OF FOREIGN WARS OF THE UNITED STATES

NATIONAL VETERANS SERVICE

Office of Director

June 17, 1975

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
810 Vermont Avenue, N. W.
Washington, D. C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, 1975, requesting the Veterans of Foreign Wars' comments concerning the Education Tuition Assistance Study required by Public Law 93-508.

Notwithstanding our support for extending veterans educational assistance to post-Vietnam Era veterans, the immediate concern is the plight of the Vietnam Era veteran subjected to an inequitably high unemployment rate. This high unemployment creates stiffer competition and places greater emphasis on the need for higher educational or vocational preparation. This predicament has over the years been further aggravated by an economy in which the educational assistance provided by the current GI Bill, since its enactment in June 1966, has proven grossly inadequate. Unfortunately, any legislation envisioned by this study is nine years late for maximum effectiveness. Nonetheless, we strongly encourage any program which may come of this study to provide better educational opportunities for veterans and eligible dependents.

The primary concern of such a study should be development of a program which affords maximum opportunity for veterans or eligible dependents to attain their educational or vocational objective at a school of their choice. All too often, under the current GI Bill, otherwise eligible veterans or dependents are banned from attending a school recognized for its high standards in the student's chosen field because the tuition is too high or the cost of living in the area is too high. This is a situation which did not exist to as great a degree under the two previous GI Bills; and it creates a tremendous obstacle at a time requiring full attention to studying.

In view of the above and the fact that there has been an inequitable increase in the tuitions of private institutes of higher learning compared with that of public colleges, we feel that the Congress should consider a separate tuition payment system and provide the necessary safeguards to control the program, with tuition payments sent directly to the students, thus avoiding additional administrative costs.

MEMORIAL BUILDING • MARYLAND AVENUE N. E. • WASHINGTON

Rufus H. Wilson
Page 2
June 17, 1975

In fact, it was the Veterans of Foreign Wars who informed the Congress that while we steadfastly support the concept of tuition assistance in addition to the basic allowance, we at the time of the conference, recommended that it only be removed in order for the GI Bill to pass in time for the September, 1974 school period.

In the absence of a total separate tuition allowance or payment, Congress should address itself to providing veterans or dependents with sufficient funds to reach final educational or vocational objectives. This can best be done by substantially increasing the present combined level payment plan.

We appreciate the opportunity to respond to this study.

Sincerely,

Robert L. Ashworth
Director

RLA:jdc

National Headquarters
Catho [illegible] Veterans
OF THE U [illegible] OF AMERICA
2 MAS [illegible] UE N.W.
WA [illegible] 20001

202-737-9600

16 June 1975

Rufus H. Wilson, Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

I am sorry about the delay in my reply but here are my recommendations.

Part 1. I am in favor of separate tuition with no reduction in allowance. I am in favor of the tuition being paid directly to the school.

I would not favor inclusion of a provision of accerated benefits with proportionate reduction in entitlement. I think this paragraph is ridiculous from past experience. I know the veterans would spead the money for other things.

Part 2. I feel that the school should be allowed an additional cost for administrative purposes. The school should be liable for tuition over payments based on erroneous certification by the school. I believe the school should be allowed 60 days to make tuition refunds for person failing to come in to give the veteran a chance to explain why he did not report.

Thank you very much for your consideration.

Fraternally yours,

Neil G. Knowles
National Commander

NGK:med
CC: Rose Marie Rishell
Mary Ruth Cavanaug[illegible] - National President - CWVA

THE AMERICAN NATIONAL RED CROSS
NATIONAL HEADQUARTERS
WASHINGTON, D. C. 20006

May 14, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, 1975 on the subject of the education tuition assistance study required by Public Law 93-508.

The American Red Cross is concerned and actively participates in the veterans' benefits program. Counsel and guidance are provided at the chapter level for veterans, their dependents and survivors with all types of applications for VA benefits and, where indicated, assistance is given in the assembling of supporting evidence needed to establish entitlement under the law.

As you know, the organization also provides staff at VA Regional Offices and the Board of Veterans Appeals to represent claimants when authorized by the applicant to do so.

We are of the opinion that the Red Cross lacks the competence to offer recommendations on legislation relating to how best our government might serve the veteran. We have channeled our efforts in the direction of assisting veterans and their survivors to secure the benefits provided by law when such assistance is requested.

We appreciate your continued efforts to make the veterans' benefits program more effective.

Very truly yours,

H D Martin
Howard D. Martin
Director
Service at VA Offices

HDM:IV

AMVETS
AMERICAN VETERANS OF WORLD WAR II-KOREA-VIET NAM
AMVETS National Headquarters
1710 Rhode Island Avenue, N.W., Washington, D.C. 20036 (202) 223-9550

June 16, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Attached is a draft reply to your letter of May 9, 1975 to Mr. Sanchez.

Mr. Horgan dictated this reply on the 11th of June and did not have an opportunity to go over it as he has been out on sick leave. This morning Mrs. Horgan informed me that Mr. Horgan had a mild heart attack on Saturday and is now in Providence Hospital.

You requested a reply by June 15th and because of Mr. Horgan's illness I do not want to disturb him and since Commander Burdine and Executive Director Sanchez are in Korea for two weeks, I am forwarding this along in draft for your consideration.

The draft reads fairly smoothly and I hope it will be acceptable in this fashion. If there are any serious questions on its content I would appreciate it if you would call me so I may check them out with Mr. Horgan. (223-9550, Ext. 53)

Thank you very much and I apologize for the letter being in draft form.

Sincerely yours,
Dorothy LaValle
Dorothy A. LaValle
Secretary to John L. Horgan, Jr.,
National Legislative Director

Enclosure:
Draft letter.

DRAFT LETTER

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Your letter of May 9, 1975 requesting views and suggestions concerning administrative difficulties and opportunities for abuse which might be occasioned by enactment of variable tuition assistance legislation are contained hereafter following the outline you suggested.

Part I. Calculation and Payment of Education Assistance.

While we recognize the disparity between the benefits available to World War II veterans for educational benefits, we believe the experience in that program of tuition payments, while they would not cover full tuition costs under present tuition schedules, should be paid directly to the educational institution involved. However, a full-proof system of accountability by such institutions and a strict certification of attendance and achievement by the veteran enrollee should be part of such procedure. In view of the present economic situation and rate of inflation, such direct payment to the institution should not be at the expense of reduced circumstances to the veteran. All of the above is stated with full awareness that the funds provided presently do not begin to cover the veteran's cost of a full course of study at institutions of higher learning today.

In any event, tuition paid to the institutions should be on a fee basis negotiated between the Veterans Administration and the nation's institutions of higher learning. This view is based upon the sound belief that reduced enrollments due to the termination of the draft have greatly reduced enrollments at the undergraduate and post-graduate level. Also, customary tuition charges for credit will seek as well to subsidize those programs for underqualified minorities and other special interest groups and we strongly believe these additional cost factors should not be made a burden upon either the Veterans Administration or the veteran student. It might well be that the Veterans Administration's negotiations for large groups of veteran enrollees at specific institutions and discounted return of tuition fees on campus circumstances might very well be feasible and consideration should be given to exploring such a program. Successful negotiation of such a program would render moot the question of using monetary entitlement on an accelerated basis outlined in your letter.

As you know, AMVETS supports the use of the extended 45-month entitlement period for work beyond the level of the "standard college degree," i.e., Masters and Doctoral degrees. We strongly believe also that provision where a veteran's course of study is interpreted for a good cause, or, as in the present situation where Congress has failed to provide necessary funding for payment of tuition of students presently enrolled, such time should not be charged against the period of total G.I. entitlement.

Part II. Administrative Procedures.

The development of a negotiated arrangement for direct payment to state and private institutions of higher learning should permit a drastic reduction in the administrative costs of processing the estimated 2 1/2 million separate tuition payments annually. Arrangements could be made for single payments to a limited class of institutional payees with strict accountability and protection for the veteran student enrollee. In our opinion where erroneous certifications by schools are made, the school rather than the veteran should be held accountable and liable for any overpayments. The same is true with our comment regarding tuition refunds within thirty days. Under a national criteria supervised by the Veterans Administration such refunds would in any event be a continuing carryover item for audit purposes deductible from future payments due the institution. The veteran should not be made the victim of administrative time lag.

Recent press reports as to the volume of present overpayments of G.I. education benefits indicated a large regroupment of those reported as the total figure. The reduction of false claims could be greatly reduced by the use by both institutions and the eligible veteran of separate IBM punch card returns to the Veterans Administration computer centers for joint reconciliation, thus permitting immediate procedure with minimum delay against the responsible party.

Part III. Other Comments.

The development during the past five years at selected major universities and colleges of the so-called "university college" concept (where students can pursue a full course of accelerated study without specific attendance at scheduled classes but under the close supervision of "tutor/counciller/monitors" for assignments, and hard study assignments are completed, reviewed and evaluated either individually or in small groups by such councillors) provides an alternative method for eligible veterans to pursue courses of higher learning on a flexible individualized schedule. Accountability for the use of the 45-month educational entitlement might require similar flexible accounting for the number of credit hours thus accomplished in distinction to a strict calendar 45-month basis.

This unquestionably would require additional legislation. We believe, however, that the demonstrated success of these so-called off-campus accredited courses of study should be reviewed with the thought that necessary enabling legislation be introduced. The University of Maryland, in this area, has already had extensive experience with such studies as has the University of Wisconsin.

In closing, we would like to reemphasize the need for maximum flexibility in courses to be pursued by eligible veterans as to their scheduling, etc., but recommend most strongly that since most if not all institutions of higher learning at the present utilize computer operations in student administration in every major department, no real objective can be interposed to interelating such data for strict accountability with a computer program designed to monitor these institutions within the Veterans Administration date management department.

Sincerely,

John L. Horgan, Jr.
National Legislative Director

JLHJr:dal 6-11-75
114

aascu

American Association of State Colleges and Universities One Dupont Circle/Suite 700 Washington, D.C. 20036 (202) 293-7070

June 12, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
The Veterans Administration
810 Vermont Avenue, N. W.
Washington, D. C.

Dear Mr. Wilson:

Attached is a memorandum which addresses itself to your questionnaire on tuition assistance, sent to our organization on May 12. (Reference 20/201F.) Mr. Ostar asked that I send you this reply, which has been circulated to the appropriate committees of our organization.

Please contact us if you have questions. We are pleased to be helpful to the Veterans Administration on this matter.

Sincerely,

John P. Mallan
Director
Governmental Relations

JPM:blg

cc: Allan W. Ostar

Enclosure

Allan W. Ostar, Executive Director

MEMORANDUM June 12, 1975

TO: Rufus H. Wilson, Veterans Administration

FROM: Allan W. Ostar

RE: Your Inquiry about a Variable Tuition Assistance Plan

The American Association of State Colleges and Universities (AASCU) as well as the National Association of State Universities and Land-Grant Colleges, has traditionally opposed a so-called "variable tuition assistance" plan for the G. I. Bill, under which veterans would receive a subsistance allowance plus a tuition payment based on the tuition of the college they attended--the plan which was used for the World War II G.I. Bill.

The two associations have preferred the plan used in the Korean and Vietnam era periods, under which a single payment goes to the veteran, to be used at his discretion both for subsistence and tuition.

There are two principal reasons for this preference:

1) The variable tuition plan rewards schools and colleges which charge high tuition and/or fees, indeed encourages such colleges to raise their charges. At the same time, it penalizes those colleges and states which have chosen to keep tuition at a low or zero level for all students. When veterans attend low-tuition colleges, the state and local taxpayers carry tne burden, without federal assistance to provide for the burden of increased veterans' enrollment. When veterans attend high-tuition colleges, the federal government picks up part of the cost. Thus, taxpayers in low-tuition or zero-tuition states like California are not only subsidizing their own students, but at the same time helping to subsidize veterans in other states attending high-tuition colleges.

In other words, a variable tuition plan is discriminatory against low-tuition colleges and the taxpayers who support them.

2) A second reason for opposition to variable tuition relates to the abuses after World War II, especially at some of the high-tuition and "fly-by-night" schools which sprang up to take advantage of the high level of G. I. benefits available, and which were subject to very little regulation or monitoring. (Current experience, especially with the federal Guaranteed Student Loan Program, indicates that some of these abuses still exist, and cost the taxpayers very large sums each year. Available information is that these GSLP abuses are concentrated in the proprietary, profit-making sector, just as were many abuses after World War II.)

If the Congress of the United States were to vote a return to a variable tuition plan, many public colleges would probably feel that the only way to avoid discrimination would be to include for each veteran attending a low-tuition college a "cost-of-education payment" to the college, in lieu of a higher tuition payment.

For example, if Congress were to vote a $600 tuition payment per veteran, a college charging zero tuition should be entitled to $600 as a cost-of-education payment. A college charging $300 should be entitled to a $300 cost-of-education payment, and so on.

For the above reasons, AASCU member institutions would probably prefer to retain the present single payment plan, perhaps with a larger payment to veterans if this is necessary to meet the rising costs of college. (It has been suggested that G. I. benefits should carry a cost-of-living increase, to help meet rising costs.)

Given this general position, it is probably not necessary to comment on the detailed questions asked in your letter of May 9.

We appreciate being asked, and will be glad to furnish any further information we can.

AWO:blg

cc: John P. Mallan

association of
american colleges
[illegible]
Washington, D.C. 20009
[illegible]

June 18, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for the opportunity to add our views to those of other interested groups on the possible impact of enactment of a variable tuition assistance component in the veterans education assistance program. The Association of American Colleges and its affiliate, the National Council of Independent Colleges and Universities, have testified before both houses of Congress in support of a tuition assistance component, and I am enclosing copies of those statements in the hope that they might prove useful to you.

Part I. Calculation and Payment of Education Assistance. We favor having a separate tuition allowance, with adequate subsistence support. This method increases student choice while avoiding the situation in which veterans attending some institutions receive support greatly in excess of charges, and veterans attending similar institutions receive only a portion of what they pay.

We believe the tuition payments should be made directly to the institution rather than to the student. This would give the institution better control, since it would ultimately be responsible for the funds, and would tend to discourage abuse.

We agree that payments should be based on the school's customary charges for other "similarly circumstanced" students.

We do not favor the inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement.

Part II. Administrative Procedures. We do not believe that processing the separate tuition payments would create an unbearable burden for institutions of higher education. Institutions already process student aid from a variety of federal and state sources, and a Veterans Administration payment would not create substantial extra work or administrative cost. Also, sending tuition payments directly to the institutions of higher education, which presumably would report to the VA on numbers of veterans enrolled, should not substantially increase administrative costs to the government.

We do not feel that the handling and certification procedures would generate a demand for increased school reporting fees. The institution would need only determine the number of eligible students; certification would not entail complicated need analyses.

If an institution makes an error in its certifications, it should in all fairness be liable for the resulting tuition overpayments.

We feel that requiring institutions to make tuition refund (to those failing to commence a program of education or for terminations within the school refund period) within 30 days would be an administrative hardship; 60 days would be a more reasonable period of time.

Requiring institutions of higher education to certify that the eligible veterans are duly enrolled and in good standing and making the institutions liable for any erroneous overpayments should minimize the problem of false claims.

Part III. Other Comments. For our views on anticipated problems pertaining to tuition assistance payments, I would refer to the enclosed testimonies, particularly pp. 5-7 of the May 7, 1974 statement before the House Committee on Veterans' Affairs.

Again, thank you for inviting our comments on this important issue. If I or my colleagues can be of further assistance, please do not hesitate to let me know.

Sincerely,

Frederic W. Ness

Frederic W. Ness
President

Statement of

Howard E. Holcomb

Federal Relations Officer

for the

ASSOCIATION OF AMERICAN COLLEGES

and the

NATIONAL COUNCIL OF INDEPENDENT COLLEGES AND UNIVERSITIES

before the

SUBCOMMITTEE ON EDUCATION AND TRAINING

HOUSE COMMITTEE ON VETERANS' AFFAIRS

May 7, 1974
10:00 a.m.

Thank you for the opportunity to appear before you this morning in support of a tuition payment program intended to benefit our veterans and our nation. I am Howard E. Holcomb, federal relations officer for both the Association of American Colleges and the National Council of Independent Colleges and Universities. The Association of American Colleges is comprised of approximately 800 colleges and universities, five-sixths of them independent, and the National Council of Independent Colleges and Universities is comprised of more than 1,000 independent colleges and universities.

Permit me first to commend this committee and the House for passing in February H.R. 12628, the Veterans' Education and Rehabilitation Amendments of 1974. This bill takes a significant step toward improving veterans' benefits through an increase of 13.6% in educational assistance allowances, increasing from eight to ten years the period of time during which veterans must complete their training, reducing the disability requirements for eligibility in vocational rehabilitation, and removing the numbers of veterans assisted under the work-study program and increasing the numbers of hours a veteran may work, plus other notable advances. We recognize these achievements have been accomplished in some instances against strong opposition.

Permit me next to applaud this committee for holding special hearings on the need for tuition payments and the several members of the subcommittee who have introduced H.R. 13183 which would provide up to $600 in tuition assistance above the national average of public tuition at $419. We recognize that the pressures on this committee for a tuition payment provision are considerable. The media coverage of veterans' concerns in recent days and weeks, coinciding with Vietnam Veterans' Day, has been intense. For those reasons, as well as others relating to the ongoing burdens of your legislative assignment on this committee, we wish to express our appreciation for your tolerance in hearing our request once again. You have patiently heard our associations on this topic in previous years.

The national attention focused in this instance on veterans' educational benefits can be traced directly to the World War II GI Bill and its benefits. That bill transformed all higher education, if not the entire nation, and rejuvenated our entire society. It became the precursor for almost a deluge of federal education enactments--beginning with the National Defense Education Act in 1958 and continuing through the Higher Education Facilities Act of 1963, the Higher Education Act of 1965, the Higher Education Amendments of 1968, the Education Amendments of 1972 which began to talk in terms of "entitlement" as created by the GI Bill in 1944, and now to the Education Amendments of 1974 which recently passed the House. Those several committees of the House dealing with veterans' affairs in 1944 and in years since have pointed the way to federal legislation in higher education. The Congress, as well as state legislatures, have gained increased knowledge in subsequent years on how effectively to write such enactments.

A tuition payment should be considered first in terms of benefit to the veteran. Would a tuition payment improve the delivery system of benefits by providing equity to the veteran on a national basis, thereby eliminating or reducing any regional or state considerations which produce inequity? We believe it would, if properly designed, as the tuition payment in H.R.13183 proposes. The veteran was called or volunteered for national service, yet the veteran tends to be treated on a state or regional basis because of varying ways in which the cost of education is financed--i.e. the amount of state tax subsidy and the resulting balance assumed by the veteran. This set of circumstances has been presented in the Congressional Record by many members, as well as by the report of the Educational Testing Service procured by the Veterans' Administration in response to P.L. 92-540.

When the Association of American Colleges and the National Council of Independent Colleges and Universities testified before this committee in previous statements in support of a tuition payment, we pointed out that independent colleges and universities enrolled slightly more than one-half all veterans after World War II. We do not believe a tuition payment enacted now would restore that balance. Nor would we advocate that 50-50 balance in view of the fact that these colleges enroll now only 26% of degree credit students in all higher education. Interestingly, where veterans are provided a tuition payment under the vocational rehabilitation program about 28.6 percent of them enroll in independent institutions, very near the distribution pattern of all college students.

Indeed tuition charges at many public universities and colleges are high enough to depress the numbers of veterans that enroll there under the present benefit system, so that the enactment of a tuition payment as referred to above would undoubtedly permit many more veterans than are currently enrolled in those public universities and colleges to do so if they chose. The veterans' options, in any event, should be increased.

The interest of our associations in veterans is more than monetary. While it appears that the growth cycle in all education, elementary through graduate, is flattening out, independent colleges and universities have grown in the recent decades. But our growth has not included veterans. Their contribution to our campuses after World War II was their maturity and seriousness of scholastic pursuits; we do not have enough veterans these days to contribute that necessary leaven to our educational loaf. We would like to think we could contribute something also to the individual Vietnam Veteran if he or she elected to attend one of the institutions.

When we first testified before Congressional committees three years ago our colleges enrolled slightly more than 20% of the veterans in college, last year that figure was about 18%, and this year--when a new record veterans enrollment since 1951 has been achieved--we estimate it may have dropped as low as 15%. We can only estimate the percentage this year, since the latest Information Bulletin from the Veterans Administration (November, 1973) no longer displays percentage information by proprietary status of facility.

In an effort to attract more veterans into all higher education, as well as to independent colleges and universities in particular, our associations two academic years ago set up an outreach program with the cooperation of The American Legion. More than 600 of our colleges and universities responded to our invitation to participate, and we identified an outreach director in each of the 50 states plus two territories. Under our program a member college could sign up to receive monthly lists of discharged veterans from as many as three states of its choice. This service was provided at no cost, or in some instances only out-of-pocket costs, to our members; in addition in some states we served the entire system of public community colleges on the same basis.

We evaluated the program after the first year and learned that most colleges and states found the service of little value. In some cases it was because of the inadequacy of the lists--wrong addresses or names of persons retiring from service--but in others it was a matter of not being able to attract the veterans because of tuition charges. The program is still operating this year in about one dozen states. Efforts to encourage the appropriate departments or agencies of government to enter the program, both to provide added service as well as share in the expense, have not been successful.

If tuition payments were enacted, veterans would undoubtedly be pleased. Colleges and universities, including higher cost public universities and colleges as well as independent institutions, would share that pleasure. But before that development could transpire, answers to some of the questions concerning possible abuses would need to be provided.

It is essential that the federal government concern itself with abuses in any program, inside or outside higher education. It is a tribute to the federal government, its departments and agencies, and the private sectors which relate to them that our system of government is admired around the world. In the years since the enactment and subsequent administration of the first GI Bill our nation has built a large and complex educational enterprise, and it exists today almost free of criticism about abuses.

Earlier references to abuses connected to a tuition payment in the GI Bill included exorbitant increases in tuition charges, an inadequate refund policy and false advertising practices. Under the current proposal, a $600 tuition payment would take effect only after the veteran has paid $419 from personal resources; in the independent sector where most tuitions exceed $1,000, there would be no incentive to increase tuition since no gain would accrue to the institution. Furthermore, for those public institutions with tuitions approaching $1,000, the numbers of veterans contrasted with the numbers of all other students is so small as not to permit increasing tuition charges for the entire student body. In the days following World War II veterans made up a large proportion of the student body--in independent institutions they accounted for 45% in 1947-48. Today's tuition charges are so high, in both the public and private sectors, as not to permit further increases beyond those reflecting inflation only. A frequently cited abuse under the first GI Bill, which did contain a tuition payment, dealt with the selling of books and supplies to the veteran; under the current proposal for up to $600 in tuition, books and supplies are not included, so that potential abuse is eliminated.

As for refund policies, they are fully delineated in college catalogs and are to our knowledge not the subject of misinterpretation or criticism for being inequitable. These policies generally provide for substantial refunds during the early weeks of semesters or terms. The reason for the ultimate termination of refunds is that staff, space and resources have already been committed and expended for the full term. Special allowances for medical reasons are frequently considered on appeal.

The incidences of false advertising practices are not familiar to us as such criticisms may apply to higher education. The Veterans Administration now lists over 54,000 active facilities to which it relates in its education and training programs. The U.S. Office of Education, prior to the Education Amendments of 1972, related to under 3,000 traditional institutions of higher education, but now relates to more than 14,000 with the inclusion in 1972 of the proprietary sector in its student aid programs. This entire range of learning facilities is accountable to a large number of departments and agencies, ranging from the Federal Trade Commission to the U.S. Office of Education. By including the state approving agencies of the Veterans Administration another layer becomes involved. Most of these agencies are already involved in eliminating false advertising practices.

The veterans' educational benefits of $1.8 billion in Fiscal Year 1972 make it the largest student aid program of the federal government. Other types of federal student aid amount to $1.3 billion, and social security payments another $475 million. The fifty states currently contribute almost $400 million in student grants, while the colleges and universities themselves, both public and private, contribute another $500 million in student aid. Collectively these programs operate largely without taint of ineffective administration and subsequent abuses.

In recommending a tuition payment we are not opposing any monthly increases in current benefits. We would prefer that a tuition payment be provided in addition. At some point, however, monthly increases would lose their equity. This would happen in the situation where veterans attending some institutions or facilities receive support greatly in excess of charges, while veterans attending similar institutions receive only a portion of what they are charged. A tuition payment would assist in equalizing the opportunity and aim all federal dollars toward buying education.

We believe an improved education benefit through a tuition payment would help relieve the unsatisfactory unemployment conditions for veterans, particularly in the crucial 20-24 age group. The latest quarterly statistics from the Department of Labor show this group to be unemployed at a 9.9% rate while nonveterans in the same age group are unemployed at a 7.6% rate. Further analysis of these latest quarterly statistics shows that 13.5% of nonveterans in the 20-24 age group are in school while only 5.6% of veterans in the same age group are in school. An improved education benefit through a tuition payment should help also in correcting this unsatisfactory ratio in the enrollment of veterans versus nonveterans.

We believe further an improved education benefit through a tuition payment might be helpful in achieving the concept of a volunteer service, particularly a volunteer Army. Meeting current manpower goals requires the volunteering of nearly one out of three qualified and available males under age 23. The quadrupling of a recruit's pay in the last decade has not yet assured the attainment of this goal. An improved education benefit through a tuition payment might cause young Americans to be more willing to trade several years of volunteered military service for a better educational opportunity after discharge.

COUNCIL OF NORTH CENTRAL COMMUNITY JUNIOR COLLEGES

June 6, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, DC 20420

Dear Mr. Wilson;

I have polled the members of the Executive Committee of the Council of North Central Community and Junior Colleges to elicit their responses to your memorandum. Since the Council represents more than 250 community colleges in a nineteen state area, I felt the entire executive committee should have the opportunity to react to your proposals.

The reaction of the executive committee was: one member for the change, and the rest unanimously for the present system. I think the majority, then, would represent the thinking of at least 80% of the membership. They all strongly favor maintaining the present system. The continued reinforcement and "de-bugging" of the present system is much to be preferred over changing systems. Some of the reasons for our decision are listed below:

1. A separate tuition allowance would add to administrative costs of your agency and the colleges.

2. Separate tuition allowances (and this implies a higher allowance) would end up subsidizing colleges with higher tuition while possibly lowering the subsistence allowance. Obviously this would not be in the best interest of the student.

3. The colleges have several programs with older veterans where they charge a monthly tuition fee which would be difficult under total payment from the Veterans Administration.

4. If tuition were paid under a separate billing as in the World War II plan, it would delay receipt of all tuition until payments were received from the V. A. This could mean that a single error on one student could hold up the entire payment for the college.

Several other reasons were suggested as a rationale for remaining with the present system. It is safe to say that the vast majority of the colleges in our Region support that position.

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Mr. Rufus H. Wilson
Page 2
June 6, 1975

Thank you for the privilege of expressing our concerns.

Sincerely,

H. D. McAninch
President

HDM:sf
cc: Executive Committee
Tom Shay
Dr. John Terrill, AACJC

AMERICAN COUNCIL ON EDUCATION
ONE DUPONT CIRCLE
WASHINGTON D C 20036

OFFICE OF THE PRESIDENT

June 13, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Central Office
Veterans Administration
810 Vermont Avenue, NW
Washington, D.C. 20402

Dear Mr. Wilson:

We welcome the opportunity to respond to the Congressionally-mandated study of tuition assistance proposals (OMB No. 76-S75003) as requested in your recent letter.

The American Council on Education and other Higher Education organizations enthusiastically supported S.2784, subsection 1682A, and similar tuition equalizer and tuition assistance plans which would broaden the ability for individuals to use their G.I. Bill educational entitlements and give access to a broader range of college opportunities.

Since none of the tuition assistance proposals considered by Congress last year contained any provision that the basic subsistence payment be reduced if a tuition plan were implemented, we base our comments on the Congressionally considered proposals, rather than the proposal suggested in your letter.

Trends in the G.I. Bill usage show that current benefit levels provide only the bare minimum for subsistence, just covering basic access costs, and are available for tuition in only marginal amounts. Therefore, we see no merit in discussing the division of subsistence benefits into tuition and living expenses. Our comments below are structured to respond to the parts of your letter.

Part I. Calculation and Payment of Educational Assistance

"With regard to the comparison made in your letter between vocational rehabilitation benefits and G.I. educational benefits, we must call attention to the inherent differences between the purposes and forms of payment in the two programs. The vocational rehabilitation program picks up the full tab of tuition, books, and fees (or "cost of education"), and provides a lower subsistence payment than the regular G.I. Bill--which is in addition to tax-free disability benefits. Under the Congressionally proposed tuition assistance plans of 1974 veterans would still be required to pay the first $100 to $400 of tuition from their monthly checks, with the government, by a formula, paying up to $720 of the remaining tuition up to the $1,000 level. All tuition charges above $1,000 and all books and supplies would still have to be paid by the veteran directly. Therefore, the subsistence payment would not, under any proposed plan, be for living costs only but also for some proportion of tuition and all other educational costs, thus vitiating your comparison with the vocational rehabilitation program.

"Separate tuition payments should be made in the manner which minimizes paperwork and individual bureaucratic communications. We recommend a voucher system whereby the student submits a voucher to the institution which then compiles all vouchers and sends one request to the Veterans Administration for payment for all enrolled students. Therefore, the institution would receive one check each semester.

"Payment should definitely be based on the customary charges for similarly-situated students. If the student is an instate resident, he or she should pay the resident rate. Under any of the tuition assistance plans suggested in Congress, only a portion of the customary tuition would be paid by the Veterans Administration. Limiting payment to the customary published tuition charges avoids the possibility of the same type of abuse found under the War World II system, in which schools were reimbursed on the "cost of education" basis.

"The option of accelerating payment of benefits is one of considerable merit. However, precautionary measures must be taken to insure that the veteran realize he or she is thereby shortening total entitlement period. A mandatory prerequisite for the individual initiating accelerated payment should be one-to-one counseling between the veteran, the Veterans Administration, and the institution involved--to insure that the veteran understands fully the implications of his or her action, and that accelerating payment is indeed the best way to complete the expected course of study to the student's satisfaction.

Part II. Administrative Procedures

"We estimate that less than one million veterans would be attending schools where tuition rates would be above the national average at public institutions, thereby permitting them to apply for tuition assistance. On the assumption that a voucher system is implemented, with all vouchers processed for each institution on a semester basis, we further estimate that 3,000 institutions would be receiving 2 or 3 payments per year. Thus, we do not envision the necessity for the "processing of 2,500,000 separate tuition payments" as your letter suggests.

"Any increase in institutional paper work will necessitate an increase in school reporting fees.

"Schools should be liable for tuition overpayment based on erroneous certifications given adequately predetermined definitions of attendance and the institution's responsibility in this matter. It should be noted that the institution cannot be responsible for certifying a veteran student's attendance in a manner inconsistent with general school attendance policy.

Mr. Rufus H. Wilson
June 13, 1975
Page Three

Part III. Other Comments

"We anticipate no major problems directly associated with the payment of tuition assistance allowances, other than the persistent problems of communication and time lapse incurred in dealing with the Veteran's Administration.

We hope that these comments will assist the Veterans Administration to make a useful report to the Congress on this important aspect of veterans educational benefits. We would be pleased to receive a copy of your report.

Sincerely,

Roger W. Heyns

American Association of Community and Junior Colleges

June 23, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Ref: 20/201 F

Dear Mr. Wilson:

Your letter of May 9, 1975 requests our views regarding education tuition assistance.

Answers to some of the questions are given below. However, I wish to stress the point that AACJC does not view the tuition/subsistence payment question as an either/or situation. We believe the veteran would be better served if his educational opportunity were equalized, at least in part, through tuition assistance in addition to subsistence. Clearly, for example, the California veteran has much more opportunity for education currently than the veteran in a state where the bulk of his payment must go for tuition, leaving little for subsistence. Thus we believe that tuition assistance should be in addition to the subsistence allowance.

Our specific answers follow:

Part I - Calculation and Payment of Education Assistance

A. State your preference between (1) having separate tuition allowance with reduced subsistence, or (2) continuing present combined level payment plan. Give reasons supporting your choice.

We would support a separate tuition allowance but would not support reduced subsistence as a result of separation. The separation of payments will clearly indicate the extremely low subsistence level at which a veteran is expected to maintain himself and his family; and with the escalation of education costs, an additional portion of the subsistence allowance will most probably have to be used for those costs. Tuition payments would help equalize opportunity for veterans in all states regardless of state educational systems. Therefore, we favor separation of payments, but not reduction.

B. If you favor separate tuition payments, indicate your choice, giving reasons of having payments sent (1) directly to the school, or (2) directly to the student.

One Dupont Circle, N.W. Suite 410 Washington, D.C. 20036 (202) 293-7050

We are in favor of having payments administered similar to that system used in the World War II program, that is, separation of tuition and subsistence, with tuition going directly to the educational institution and subsistence to the individual veteran.

One formula which might be used to administer the tuition program is that a student veteran would submit a tuition voucher to the institution which would in turn total all student veteran vouchers and voucher the Veterans Administration for a lump sum payment.

C. If tuition assistance provisions were enacted into law for all veterans and dependents, should payment be based on the school's customary charges for other similarly circumstanced students? For example, a state resident should not be charged out-of-state rates. If you do not agree with customary charges, what basis of payment would you propose?

We are in agreement with the existing institutional customary charges, that is, a state resident should in no way be charged out-of-state fees. Charging student veterans the customary tuition charges for similarly situated students eliminates the possibility of a double standard, as was created following World War II.

D. If you favor separate tuition payments, would you also favor inclusion of a provision for accelerated payment of benefits with proportionate reduction of entitlement? Example: Assuming that the maximum tuition allowance is $1,000 per regular school year and cost of tuition is $2,000 per school year, should the student have the option to request payment of the full $2,000 with a charge of two regular school years against entitlement? It should be recognized that this option would shorten the normal entitlement period.

An accelerated payment program should be given serious consideration primarily because of the options it provides for our nation's veterans who are educationally oriented. We suggest that such a program carry a one-on-one emphasis, that is, that an accelerated tuition program eligibility should be determined by the three (3) parties involved -- the veteran student, the educational institution and a Veterans Administration counselor. In this way the veteran can have sufficient information and guidance to make an informed choice.

Part II - Administrative Procedures

A. Comment on the impact, additional cost, and administrative burden to the schools and to the government of processing an estimated 2,500,000 separate tuition payments annually.

We are not in a position to comment on the cost to the government. For colleges we do not believe it would involve too much additional processing per student. The processing actions must be taken, anyway, regardless of the source of the tuition income.

B. Would school handling and certification of separate student tuition payments, procedures similar to advance payments, generate a demand for increased school reporting fees?

Many schools currently report to us that the current $3 reporting fee is less than adequate. However, as indicated above, our belief is that separate tuition payments as such would not stimulate great demand for increases.

C. Should the school be liable for tuitionooverpayments based on erroneous certifications by the school?

The school should be liable for tuition overpayments based on erroneous certifications only under carefully defined and limited circumstances and only insofar as the payments are clearly the result of such erroneous certifications. The veterans themselves should be liable for giving false or misleading information to the schools.

D. Is it feasible to require schools to make tuition refunds within 30 days for persons failing to commence a program of education or for terminations within the school refund period? If your answer is no, what would be a reasonable time?

The question is unclear. To whom would the school make a tuition refund -- the student? the government? Does it depend on whether a separate tuition payment policy is in effect? Schools are now required to implement "fair and equitable" refund policies with reference to the Office of Education's Guaranteed Student Loan program. Any VA refund requirement should contain the same requirements as the GSL policy.

E. Can you suggest procedures which would avoid or minimize false claims?

There is a problem in asking schools to set up special controls over the veteran which are not required by a school of other students. Such discriminatory practices should be avoided. The school should make a proper certification that the veteran is enrolled. The VA should require the veteran to get school certification of his card which he sends to the VA certifying that he has earned credits for the previous semester. Schools should vigorously apply their suspension and probation policies to veterans. They should not enroll veterans for continuation programs unless there is evidence of satisfactory completion of previous enrolled courses.

Sincerely,

John E. Tirrell
Vice President - Governmental Affairs

JET/jmp

GLCA

GREAT LAKES COLLEGES ASSOCIATION 555 E. WILLIAM, SUITE 26J, ANN ARBOR, MICHIGAN 48108 (313) 761-4833

June 11, 1975

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for your letter of May 9, addressed to my predecessor, Dr. Laurence Barrett, asking for the views of this Association about possible changes in veterans education assistance.

Our member colleges would prefer an arrangement providing for a separate tuition allowance. At present, very few veterans can afford to attend private colleges and universities. They must, instead, attend public institutions which charge very low tuition. It seems unfair that the veteran's choices should be limited in this way. We would therefore strongly urge payment of a separate tuition allowance with arrangements which will expand the range of real choice available to the veteran.

It would probably be easiest if tuition payments were made directly to the school at which the veteran was enrolled. However, this would not be a matter of great concern to our colleges.

It would seem appropriate that the payment for tuition should be based on the school's customary charges, as suggested in your letter. However, this should not be interpreted to include any scholarship assistance which the school might provide to a student from its own resources. Such resources are scarce, and it should not be the policy of the government to put further demands upon them. This will require careful drafting, since scholarships from an institution's own resources do, in fact, present a reduced tuition price for that student.

The possibility of acceleration of payment of benefits would certainly be helpful for colleges and universities like ours. It would be far better for veterans to be able to have assistance which came close to paying the real costs of attending a high quality private institution, even though this might, as a matter of equity, require that his entitlement period be shortened.

Rufus H. Wilson
June 11, 1975
Page Two

There would, to be sure, be some additional burden in processing separate tuition payments. However, the positive good which would result from this would seem to more than justify those added costs.

As an Association, we have no way of determining whether such tuition payments would generate a demand for increased reporting fees.

Liability for tuition over-payments would seem appropriately applied to a school if it provides erroneous certifications, although if that error were based upon false information provided by the veteran, it would seem fair that liability in that case should be shifted to the person conscious of the error.

Certainly, a requirement for making prompt tuition refunds is appropriate. A period of sixty days might more accurately represent the real processing time for such refunds during certain periods of the year when there is a high demand on the time and facilities of the business offices of colleges and universities.

This Association has no specific procedures to suggest for the minimization of false claims.

We have no other comments about this proposal. We are pleased to have an opportunity to comment upon the desirability of variable tuition payments as part of the veterans' benefits program.

Sincerely,

Jon W. Fuller

Jon W. Fuller
President

JWF:mlr

(Assoc. of American Univ.)

OFFICE OF THE REGISTRAR
THE UNIVERSITY OF MICHIGAN
1013 LS&A BUILDING
ANN ARBOR MICHIGAN 48104

June 13, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D.C.

Dear Mr. Wilson:

Your letter of inquiry relative to the Educational Assistance Study required by Public Law 93-508, addressed to President Fleming, has been forwarded to me for response. In connection with your request, I am pleased to provide the following information.

Part I: Calculation and Payment of Education Assistance.

Instituting a plan providing separate tuition allowance with reduced subsistence would certainly be preferred over the present system if it paralleled the current Vocational Rehabilitation Program; this would be especially true since it would result in an increased amount of tuition benefits being awarded to those deemed eligible. If a system of providing tuition allowance with reduced subsistence would not result in increased benefits, then the present combined level payment plan would seem most adequate. I say this simply because there is little reason to believe that Veterans as a group are in any way more delinquent than are their non-veteran counterparts in making payment of fees to the institution. Further, to rationalize a belief that providing separate tuition payment directly to institutions of higher learning would result in a better opportunity to control abuse, seems meaningless.

If increased benefits warranted major changes in administering a program providing separate tuition payments I feel that having such payments made directly to the school could result in distinct advantages to all concerned. The obvious advantage to the student, of course, is not having to worry about payment of fees in accordance with deadlines and penalties. In the case of the Veterans Administration and the institution, I would like to comment further under Part II.

Should the Tuition Assistance Provision be enacted into law, payment should be based upon customary charges, meaning no additional cost should be charged Veterans which are not similarly assessed non-veterans. I would clarify however, that many institutions do have a defined difference in fee assessment based upon instate and out-of-state recognition of a student's status.

Regardless of whether or not there is a decision to provide separate tuition payments, I would favor the inclusion of a provision in the law to allow for payment of accelerated benefits with a proportionate reduction in entitlement. This would seemingly parallel certain programs which are currently receiving such consideration, i.e. Flight Training. An adjustment of this nature may provide added flexibility for one to pursue his or her preference for an institution of higher learning. This would also enable one to draw increased benefits while attending graduate or professional schools where concentrated programs are offered and higher costs are incurred.

Part II. Administrative Procedures.

If individual tuition payments were made to the institution, it would undoubtedly result in an increased work load for the institution. In order to minimize this, it might be suggested that the Veterans Administration consider providing a lump sum to insitutions where a separate account could be established for the Veterans Administration. The institution could for example, sometime during the first month of classes, provide the Veterans Administration with a list of those individuals who had tuition costs withdrawn from the account. In a similar fashion, this list could be updated once or perhaps twice during the course of the term along with a reconciling statement after the term is completed and all transactions finalized.

With such a change in handling procedures, perhaps the same system of providing 10 percent handling charge as in the case of Vocational Rehabilitation Program, would be acceptable to the majority of institutions.

As I understand it, under current legislation, schools are presently held secondarily liable for tuition overpayments based on erroneous certifications by the school. This is precisely the reason why some institutions follow an end of term audit procedure. Such a procedure matches the credit hours received for a given term to the credit hours elected and certified by the school. In cases where a discrepancy exists, changes in certifications are made by the school to the Veterans Administration.

It is feasible for schools to make tuition refunds within a prescribed period of time for those individuals failing to commence a program of education or for those individuals terminating within the refund period. I would seriously question whether or not the majority of institutions would prefer a sixty day period as opposed to the thirty day period mentioned in your questionnaire.

In order to minimize false claims, I would suggest that institutions offering approved programs for receipt of educational benefits for their students, be required to perform post-term audits so that certifications made may be compared with credit hours received. This would insure not only that some progress towards a degree has been made, but would also minimize false claims and would in the long run reduce the number of individuals who would receive overpayment. In essence, once the word is out that post-term audits are required from the institution, it would seemingly result in very few overpayments, since individuals would expect to be paid in accordance with that procedure.

Part III. Other Comments.

I would suggest that consideration be given to the idea of forming a task force or an educational assistance advisory committee to operate at the Central Office level in a manner similar to those which are presently in

Mr. Rufus H. Wil
June 13, 1976
Page 3

operation in many of the Regional Offices. This committee should be made up of individuals from institutions of higher learning as well as representatives of the Veterans Administration. Preferably, those individuals representing educational institutions would be those who frequently deal with or have contact with Veterans and their related difficulties. Such a group could meet quarterly and provide the Central Office with meaningful input which might not only ease the administrating of a complex program, but could very well result in the saving of federal dollars. One good example would be in providing data feedback in answer to questionnaires of this nature. Another area of input might well have been relative to the Veterans Representative on Campus Program. Finally, I would like to request if possible, that a copy of the summarized questionnaire data be forwarded for review.

I was pleased to be able to have the opportunity to respond to your questionnaire, and if you should have any further question in reference to the above, please do not hesitate to contact me.

Sincerely,

Larry E. Katz

Larry E. Katz
Assistant University Registrar

LEK/jlh

cc: Mr. Robben W. Fleming
President

(Mid-America State Universities Association)

KSU KANSAS STATE UNIVERSITY

President's Office
Anderson Hall
Manhattan, Kansas 66506

May 21, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Office of the Chief Benefits Director
Washington, D. C. 20420

Re: May 9, 1975 Letter
20/201F

Dear Mr. Wilson:

Our preference would be to continue the present combined payment plan. The reasons for our choice are:

PART I - Calculation and Payment of Education Assistance

A. Because of the current levels of tuition and fees among the many colleges and universities in the United States, both private and public, it would be hard to arrive at a fair tuition allowance for payment directly to the colleges and universities. Those colleges and universities that are under the average allowance would tend to raise their fees while those above would probably expect the difference to be paid by the veteran.

B. In addition, I firmly believe in the philosophy that each and every veteran be paid the same amount (depending upon dependent adjustments) for educational benefits and that he make the determination of where he wishes to pursue his education and be treated like any other student by the respective institution. This way the institution is not dealing directly with the federal government but with the student, and the federal government does not need to deal with any one but the student except for submitting confirming enrollment information to the Veterans Administration.

C. The third reason for making this choice is that your following questions requiring information if the separate tuition allowance would be preferred, indicated many of the other problems which would arise if this procedure were adopted.

PART II - Administrative Procedures

As noted above, we would prefer the present combined level of payment plan to the veteran, as the administrative burden to the university and to the government for processing separate tuition payments to the institutions as well as the federal government making substantial payments directly to the veteran, would be avoided.

Certainly if the institution began dealing with the federal government as well as the individual students on the basis as outlined in Part II, I would believe that the institutions would demand increased school reporting fees or overhead charges of some type.

Sincerely yours,

James A. McCain
President

j

N.A.S.A.A./

National Association of State Approving Agencies, Inc.

June 11, 1975

Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

20/201F

Dear Mr. Wilson:

The National Association of State Approving Agencies has historically been and is still opposed to separate tuition allowance payments to veterans. This position was re-stated during testimony given by the Association to both House and Senate Veterans Affairs Committees at their hearings for consideration of Public Law 93-508. A formal resolution stating the Association's opposition to separate and variable tuition allowances was adopted and sent to the above named committees as well as other interested parties.

The National Association of State Approving Agencies is well aware of the abuses and problems that developed during the World War II GI Bill and firmly believe the same or similar abuses and problems would develope again if separate tuition allowances were reinstated. We favor the present combined level payment plan.

The Association is holding their annual conference June 15-19, 1975. During the conference we will again discuss the question of separate tuition allowances to veterans. If the position of the Association does change, you will be immediately notified.

E. R. JEFFERS, Supervisor
State Accrediting Agency
Wiley Post Building
P. O. Box 53067
Oklahoma City, Oklahoma 73105

ALBERT B. DiSTEFANO, Supervisor
State of New Jersey
Department of Education
225 W. State Street
Trenton, New Jersey 08625

ARTHUR M. FELDMAN, Director
Veterans Educational Services
State Approving Agency
Department of Education
Concord, New Hampshire 03301

CHARLES C. ALLEN, Administrator
State Approving Agency for Veterans Training
Division of Veterans Affairs
1720 S. Gadsden Street, Room 3
Tallahassee, Florida 32304

MARVIN P. BUSBEE, Director
Veterans Education
Department of Education
Rutledge State Office Building
Columbia, South Carolina 29201

STERLING R. PROVOST, Coordinator
Veterans and Vocational-Technical Affairs
State System of Higher Education
Suite 1201, 136 East South Temple
Salt Lake City, Utah 84111

Dean E. Aschim, Iowa

Richard Adams, Maine

John N. Munn, Washington

Robert L. Perry, Colorado

James N. Hanson, South Carolina

Robert Clottu, California

Please accept my personal thanks for the opportunity to state the Association's preference for the purposes of the study required by Public Law 93-508.

Very truly yours,

E. R. Jeffers

E. R. Jeffers
President, NASAA

ERJ:gm

enclosure

STATE
ACCREDITING
AGENCY

STATEMENT

of

MARVIN P. BUSBEE, LEGISLATIVE DIRECTOR

NATIONAL ASSOCIATION OF
STATE APPROVING AGENCIES

to

SUBCOMMITTEE ON
EDUCATION AND TRAINING

U. S. HOUSE OF REPRESENTATIVES

WASHINGTON, D. C.

August 3, 1973

Mr. Chairman and Members of the Subcommittee:

On behalf of the National Association of State Approving Agencies, I appreciate this opportunity to present this statement, of which I have been privileged to do on many occassions. This statement has the wholehearted support of our Association.

The Office of Legislative Director of our Association, is an appointive office which I have been honored to hold for approximately 10 years. I am an employee of the State of South Carolina, Department of Education, and my position is Chief Supervisor of the State Approving Section, and have been affiliated with this Section for 28 years.

Our Association, organized in 1947, is comprised of the Approving Agencies in the several states and generally, we are in the Departments of Education.

During our 26th Annual Conference held in Charleston, West Virginia, June 3-6, 1973, our Association disqualified ourselves on the legislation listed below as not being germane to this Association. However, our Association does not have any objection to such legislation.

STATEMENT TO SUBCOMMITTEE ON
EDUCATION AND TRAINING,
U. S. HOUSE OF REPRESENTATIVES
August 3, 1973

A. Extension of the delimiting dates

B. Active duty for training, eligibility

C. Restore entitlement - World War II and Korean Conflict

D. Graduate - Professional Study

A survey of the State Approving Agencies was made in January, 1972. Among the items listed was this question, "Reason you object or favor direct payment (tuition, books, supplies, fees, etc., etc.,) to institutions." The result of this survey revealed that 90% of the State Approving Agencies objected to direct payments to institutions for tuition, fees, and other charges.

These objections were based on the numerous abuses which occurred during the World War II Era and under the provisions of Public Law 346, as amended.

These various abuses caused by the system of making payments to schools for tuition and other charges were revealed through extensive investigations and hearings. Among these abuses were such things as:

(1) Many schools added expensive and unneeded books, items of equipment, and supplies, to the "required" list of veterans and thereby increased charges to the taxpayers.

(2) Some states enacted laws requiring all veterans enrolled in State educational institutions to pay non-resident charges for tuitions and fees, even if the veteran was a bonafide resident of the State.

(3) Many schools established dummy corporations to supply books and equipment. Then they ordered tools and equipment for veterans through the dummy corporations at highly inflated wholesale prices.

STATEMENT TO SUBCOMMITTEE ON
EDUCATION AND TRAINING,
U. S. HOUSE OF REPRESENTATIVES
August 3, 1973

The exploitation of the taxpayers forced the Veterans Administration to determine what constituted fair and reasonable charges, which involved extensive audits, controversies and litigation.

The direct payments to schools for tuition and fees also caused tremendous administrative costs, both to the schools and to the Veterans Administration. Schools were forced to maintain an account for each veteran for tuition fees, books, equipment, supplies and other charges. The individual accounts were totaled and the bill was sent to the Veterans Administration. This procedure was expensive and often inaccurate. Audits by the Veterans Administration and the General Accounting Office revealed hundreds of millions of dollars of overpayments caused by duplicate billing, inaccurate billing, and in many cases, fraudulent billing.

As a result, the 82nd Congress very wisely abolished this system when it enacted the second G. I. Bill for Veterans of the Korean Conflict. This system of payments only to the veteran, that was authorized by PL 82-550, and by PL 89-358, and has been continued in all legislation, has proved far superior to the system of payment to schools that was authorized by the first G. I. Bill.

The National Association of State Approving Agencies strongly opposes any changes in the law that would authorize direct payment to schools for tuition, fees, and other charges for veterans and eligible persons enrolled in the school.

Refresher - Retraining Benefits

Our Association does not have a mandate on this type of legislation and neither has this been discussed during our Conferences.

Independent Schools Association of the Central States

1400 WEST MAPLE AVENUE • DOWNERS GROVE, ILLINOIS 60515 • (312) 971-3581

June 4, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

I very much appreciate your recent mailings concerning Veterans benefits and administration as we see it. I wish that I might be able to be of direct personal help to you through valid answers to the questions which were posed on the pages which you sent me. Unfortunately, however, I can not do so. Our organization deals almost exclusively with secondary schools, complemented by some elementary schools. As such, we are not involved in such tuition or subsistence payments as are your concern. Therefore, I would have no basis on which to answer the questions asked.

Thank you again for your thoughtfulness in including us in your mailing. I only wish that I might be able to respond in kind. Every good wish to you for a compatible conclusion to your search.

Sincerely yours,

James Henderson Jr.

James Henderson, Jr.
President

JH:tnt

Arkansas Illinois Indiana Iowa Kansas Kentucky Michigan Minnesota Missouri Nebraska North Dakota Ohio South Dakota West Virginia Wisconsin

CALIFORNIA STATE UNIVERSITY, HAYWARD

HAYWARD, CALIFORNIA 94542

OFFICE OF THE PRESIDENT

May 28, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

Your letter of May 9, 1975 (20/201F) addressed to Dr. Dean E. McHenry, has been referred to me, as the current President of the Western College Association.

The Western College Association is an organization of public and private institutions at the junior college and senior college level in the western states. Although it has, from time to time, taken positions, usually through its executive committee, on matters of current concern, it has no established mechanism for addressing public policy questions such as the one you propose. The Association does not, therefore, have a position on these matters which would enable me to comment upon the points raised in your letter prior to your deadline of June 15, 1975 because no appropriate meeting is scheduled at which the matter could be discussed.

We appreciate your courtesy in inviting our response and will be pleased to cooperate in any other way possible.

Sincerely,

Ellis E. McCune
President

EEMcC:emi

cc: Dr. Kay Andersen

[illegible]

commission on higher education

Middle States Association of Colleges and Secondary Schools, Gateway One, Newark, New Jersey 07102 (201) 622-5800

June 13, 1975

Mr. Rufus H. Wilson
Office of the Chief Benefits
  Director
Veterans Administration
Washington, D.C. 20420

Dear Mr. Wilson:

Thank you for soliciting our opinions, in your letter to Mr. Fretwell, on the tuition assistance plans. Our Commission has no organized views on this matter, but would rely on the opinions of our individual member institutions.

Sincerely,

Harry W. Porter

Harry W. Porter
Executive Secretary

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
131 MIDDLESEX TURNPIKE, BURLINGTON, MASSACHUSETTS 01803

Richard J. Bradley
EXECUTIVE DIRECTOR

May 16, 1975

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Reference: 20/201F

Dear Mr. Wilson:

Thank you for your letter of May 9 addressed to Mr. Valleau Wilkie, former President of the New England Association of Schools and Colleges.

We are always glad to cooperate with other agencies on studies relating to accreditation. However, as the enclosed copy of our Standards for Membership indicates, this Association does not mandate or recommend specific administrative procedures with respect to payment of tuition and other fees, and therefore in the present instance we have no basis on which to offer opinions.

Thank you again for writing to us.

Sincerely yours,

Richard J. Bradley
Executive Director

RJB:lmm
Enclosure

Commission on Institutions of Higher Education

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.

131 Middlesex Turnpike
Burlington, Massachusetts 01803

STANDARDS FOR MEMBERSHIP
INSTITUTIONS OF HIGHER EDUCATION

July, 1974

152

STANDARDS FOR MEMBERSHIP - INSTITUTIONS OF HIGHER EDUCATION

The New England Association of Schools and Colleges, Inc. is a voluntary, non-profit, self-governing organization of educational institutions, the purpose of which is to develop and maintain sound educational standards. Admission to, and renewal of, membership in the New England Association denotes formal accreditation. It signifies that a school or college has been carefully evaluated and has been found to follow basic educational policies, practices, and standards comparable to those of other member institutions of its type.

The Commission on Institutions of Higher Education is responsible for the evaluation of all institutions that award bachelor's, master's, or doctor's degrees. It is also responsible for the evaluation of two-year institutions that offer associate degrees in liberal arts or general studies.

An institution is eligible for evaluation for accreditation when it has completed a major portion of at least one cycle of its principal programs. As part of the evaluation the institution is required to complete a self-study and report its findings to the Commission on Institutions of Higher Education. An evaluation committee appointed by the Commission, on the basis of its review of the self-study materials and a visit to the institution, reports to the Commission its findings as they relate to the Standards for Membership for institutions of higher education. The Commission considers all relevant information, including the results of the institutional self-study and the report of the visiting committee, plus any corrections submitted by the institution, and makes its recommendation to the Executive Committee of the Association. A final decision with respect to the accreditation of the institution is rendered by majority vote of the Executive Committee and is reported to the next meeting of the Association.

The standards of evaluation are essentially qualitative and are applied to an institution as a whole. In making its recommendation regarding membership, the Commission takes into account what are the nature and purposes of the individual institution, whether the objectives of the institution are appropriate in the realm of higher education, and whether the institution is functioning effectively as a whole in fulfilling its objectives.

The areas of major concern in the evaluation of an institution are organization and control, program, faculty, students, and facilities, and resources.

ORGANIZATION AND CONTROL

Responsibilities within the institution should be allocated in a well-defined and reasonable fashion among the governing board, the administration, the faculty, and the students.

The governing board should have general control over, and responsibility for, the institution and should provide adequate representation of the public interest. It should provide and accept counsel in determining the purposes, objectives, and overall structure; and it should assure the support necessary to effective functioning.

The institution should give active support to the development and implementation of ethical practices regarding faculty and staff in matters of employment, appointment, termination, tenure, and academic freedom and responsibility.

An institution should have an administrative staff competent to carry out its stated purposes. The administration should oversee the total program and have power to insure that it is conducted well.

The faculty should be expected to take a major role in developing and conducting the educational program and in maintaining the standards and conditions which pertain directly to the curriculum within the limits of the general purposes established by the governing board.

Students should have a responsible role in the creation of an environment for learning. Provision should be made for the inclusion of student views and judgments in policy formation consistent with the objectives of the institution.

PROGRAM

Each program of studies should be planned to give some awareness of the extent and range of human knowledge and, at the baccalaureate level, a commitment to a particuaar area of inquiry, affording competence in the subject beyond the introductory level. Terminal programs and curricula in technical, specialized, or professional fields are expected to show an appropriate regard for the three major areas of knowledge, i.e., the humanities, the natural sciences, and the social sciences, by insuring that at least a quarter of the typical student's program consists of general education courses from among these three areas. Graduate and professional programs should be conducted so as to provide for the development of high levels of competence with appropriate scholarship and skills in the area of specialization.

The program of study and degree requirements should be clearly stated, and students should be held to the accomplishment of a defined amount and quality of work. The institution should present evidence that any students enrolled in transfer programs are qualified for transfer to other institutions of recognized standing and that its graduates are well prepared for continued study or performance in their chosen occupation.

FACULTY

The faculty and the quality of its instructional program are the main strengths of an institution of higher education. The professional qualifications of the faculty, the conditions of employment and service, and the effectiveness of teaching are paramount considerations in determining acceptability for membership.

In general, a substantial majority of the faculty members should hold full-time teaching positions on the staff and should have a major personal commitment to the institution. Their preparation and qualifications must be suited to the field and level of their instructional assignments. Those in the conventional academic fields should hold advanced degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in the professional or technical fields should have equally appropriate preparation, experience, and attainments.

Teaching loads and schedules will vary from field to field and from institution to institution but should in all cases allow time for adequate preparation and continuing professional growth.

The governing board and the administration should give active support to the development of an instructional staff of high quality.

STUDENTS

The Commission expects an orderly and ethical program of admission. It should be based on systematic appraisal of the intellectual interests and competencies of prospective students in relation to the institution's stated offerings and objectives. The Commission will look for indications that the students have a genuine interest in these offerings and objectives.

Careful consideration will be given to the quality of the counseling program, the medical and health services, and the extracurricular opportunities available to students. It is expected that the institution will have ethical and clearly announced policies regarding student rights and responsibilities, financial arrangements, including refunds, and other matters affecting students.

FACILITIES AND RESOURCES

The quality of library facilities and collections and the degree to which the library is used by students and faculty are particularly important. The library should be professionally staffed and should be strong enough to support all parts of the curriculum. The faculty and library staff should cooperate in developing the collection as an integral part of the teaching program.

Classrooms and laboratories should be of adequate size, properly equipped for teaching safely and effectively the courses taught in them, and should be well maintained. The Commission will examine carefully the quality of residence accommodations, food service, student centers, health services, athletic and other facilities.

The institution should present evidence of financial stability. Because the resources of institutions of higher education vary widely, standards of acceptability cannot be defined quantitatively in terms of endowment funds, instructional space per student, per capita expenditures for institution of library books, salary schedule, or other specific measures. These resources should be appropriate to carry out the stated purposes of the institution.

* * *

It should be reemphasized that the standards for membership are primarily qualitative in nature. They are applied to the institution as a whole, and are interpreted within the framework of the institution's stated objectives.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
795 Peachtree Street, N.E. • Atlanta, Georgia 30308
Phone 875-8011 Area Code 404

July 17, 1975

Refer to: 20/201F

Mr. Rufus H. Wilson
Chief Benefits Director
Veterans Administration
Washington, D. C. 20420

Dear Mr. Wilson:

I have a sincere apology to send in connection with your request to meet a June 15 deadline in reply to your letter referring to O.M.B. No. 76-S75003 and RCS 20-16-S. I have been caught in an extraordinary sequence of unfortunate events which prevented my proper response in time to be of use to you. One of these involves the accidental death of my Administrative Assistant and the other involves a variety of extraordinary pressures.

As I reread your letter of May 9, I realize that the questions properly should be answered by those who have the greatest stake, i.e., the officers of the individual institutions that deal with Public Law 93-508 and work with students in their loans and subsidies in connection with their educational advancement.

I regret deeply my inability to have formulated a reasonable position on the important questions which you have raised. In no way does this indicate a lack of interest in the questions or any intent to be uncooperative in your very helpful effort to obtain views and comments before new policies are proposed.

In general my position would have been that the interests of three entities need to be served: (1. American students, especially those who are without substantial economic resources, need to be provided with a means of accessibility to education and the opportunities that lie beyond in the work world. (2. The Federal Government has an interest and responsibility pertaining to the most economical approach which can deliver the needed benefits. (3. The institution providing educational services needs a rational plan with which it can work to serve its students and at the same time make accountability for the funds sure and relatively simple in reporting.

The Administrative burden to schools grows each year. The needs of students are multiplied as our economy worsens and I am a complete believer in the idea that it is much cheaper and better to subsidize significantly a human being in expanding his competence and ability to earn in the future than to support him through welfare plans for the unemployed.

Sincerely,

Felix C. Robb
Director

[illegible]

DVB IB 20-75-5

DEPARTMENT OF VETERANS BENEFITS
VETERANS ADMINISTRATION
WASHINGTON, D.C. 20420

INFORMATION BULLETIN

April 1975

Veterans Benefits under Current Educational Programs

FOREWORD

The Information Bulletin is published three times during the fiscal year - as of November, April and June. Its purpose is to inform the administrative staff of the Veterans Administration, Congress and other interested persons about the education programs administered by the Department of Veterans Benefits of the Veterans Administration. The months of November and April were chosen as reporting months because they are traditionally the months of peak fall and spring enrollment under the GI bill. The June bulletin relates to training taken during the fiscal year.

This bulletin was prepared by the staff of the Reports and Statistics Service, Office of the Controller.

April 1975

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I. INTRODUCTION

A. Scope of Information: This bulletin presents statistical data on veterans, service personnel, dependents of disabled veterans and survivors of deceased veterans who are receiving educational assistance benefits from the Veterans Administration. It emphasizes data for those who were in training in April 1975 - the peak enrollment during the spring semester of the 9th year under the current GI bill.

B. Program Groups: "GI bill" is a term used to identify a series of legislative enactments which have provided readjustment benefits -- particularly educational benefits -- for veterans of World War II, the Korean conflict and for those veterans and service personnel currently eligible under chapter 34, title 38, of the U.S. Code. Educational benefits available under the current GI bill are briefly described in appendix A, along with descriptions of vocational rehabilitation benefits under chapter 31 and the dependents educational assistance program under chapter 35.

C. Trainees Under Three Programs: There were 1,871,028 persons in training at the end of April 1975. This included 1,792,187 (95.8 percent of the total) in training under the current GI bill, 62,619 (3.3 percent of the total) in training under the dependents educational assistance program, and 16,222 (0.9 percent of the total) service-disabled veterans in training under the vocational rehabilitation program (see table 1 for details).

D. Source and Reliability of Data: The training data presented in this publication is based on the tabulation of 100 percent of the records in the education master record file, as of the last processing cycle in April 1975.

II. PROGRAM DEFINITIONS: Terms used in this bulletin to identify groups of beneficiaries are defined as follows:

A. Post-Korean Conflict: Refers to veterans who served after January 31, 1955, including those who served during the Vietnam era.

B. Peacetime Post-Korean Conflict: Refers to those veterans who served after January 31, 1955, but not after August 4, 1964.

C. Vietnam Era: Refers to veterans and service personnel who served on or after August 5, 1964 and before May 8, 1975. 1/

D. Eligible Children: Refers to the sons and daughters of veterans who died from service-connected causes or whose service-connected disability is rated permanent and total, or sons and daughters of service personnel who are missing in action or prisoners of war for more than 90 days.

E. Eligible Spouses: Refers to the widows(ers) and wives or husbands of veterans who died from service-connected causes or whose service-connected disability is rated permanent and total, and the spouses of service personnel who are missing in action or prisoners of war for more than 90 days.

F. Veterans Eligible for Vocational Rehabilitation: Refers to veterans with a compensable service-connected disability who are found to be in need of special rehabilitation benefits to overcome the vocational handicap imposed by their disabilities.

III. SIGNIFICANT EVENTS: Veterans' Education and Rehabilitation Equalization Amendments Act of 1974 -- On January 2, 1975, Public Law 93-602 was signed into law. The purpose of this law was "to increase the rates of vocational rehabilitation, educational assistance, and special training allowances paid to certain eligible veterans and persons; and for other purposes." The new rates are shown in appendix A.

1/ The Vietnam era was ended by Presidential Proclamation as of May 7, 1975; however, the proclamation does not affect the entitlement to chapter 34 benefits for those in service on May 7, 1975 or for those who enter into active service subsequent to that date. Similarly, the proclamation in no way affects chapter 31 or chapter 35 entitlement.

April 1975

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Table 1

ALL PROGRAMS
Persons In Training

Program and Type of Training	April 1975	April 1974	April 1973	Percentage Change 1975/74	Percentage Change 1974/73
TOTAL - All Trainees	1,871,028	1,606,733	1,465,957	16.4%	9.6%
Vocational Rehabilitation (Ch. 31)	16,222	17,419	19,555	- 6.9	- 10.9
Total					
College	12,290	13,119	14,662	- 6.3	- 10.5
Other Schools	3,041	3,213	3,713	- 5.4	- 13.5
On-Job Training	751	961	1,058	- 21.9	- 9.2
Institutional On-Farm	140	126	122	11.1	3.3
Educational Assistance (Ch. 34) [1]					
Grand Total	1,792,187	1,536,724	1,400,566	16.6	9.7
College	1,195,512	935,178	841,547	27.8	11.1
Other Residence Schools [2]	156,957	125,907	113,193	24.7	11.2
On-Job Training	114,942	128,796	109,665	- 10.8	17.4
Cooperative Farm	19,320	15,329	10,587	26.0	44.8
Flight	24,904	24,685	22,548	0.9	9.5
Correspondence	280,552	306,829	303,026	- 8.6	1.3
Vietnam Era Veterans	1,373,384	1,160,285	1,048,893	18.4	10.6
College	958,515	757,439	686,705	26.5	10.3
Other Residence Schools [2]	123,414	97,930	86,894	26.0	12.7
On-Job Training	105,999	118,262	100,600	- 10.4	17.6
Cooperative Farm	12,222	8,648	5,378	41.3	60.8
Flight	11,750	11,188	9,977	5.0	12.1
Correspondence	161,484	166,818	159,339	- 3.2	4.7
Peacetime Post-Korean Veterans	324,595	288,108	265,220	12.7	8.6
College	215,569	160,885	142,786	34.0	12.7
Other Residence Schools [2]	29,900	24,164	22,811	23.7	5.9
On-Job Training	8,943	10,534	9,065	- 15.1	16.2
Cooperative Farm	7,098	6,681	5,209	6.2	28.3
Flight	9,913	10,338	9,725	- 4.1	6.3
Correspondence	53,172	75,506	75,624	- 29.6	- 0.2
Service Personnel	94,208	88,331	86,453	6.7	2.2
College	21,428	16,854	12,056	27.1	39.8
Other Residence Schools [2]	3,643	3,813	3,488	- 4.5	9.3
Flight	3,241	3,159	2,846	2.6	11.0
Correspondence	65,896	64,505	68,063	2.2	- 5.2
Educational Assistance (Ch. 35)					
Grand Total	62,619	52,590	45,836	19.1	14.7
College	56,626	47,745	41,975	18.6	13.7
Other Schools	5,659	4,585	3,793	23.4	20.9
On-Job Training	306	226	37	35.4	510.8
Special Restorative Training	28	34	31	- 17.6	9.7
Spouses and Widows(ers)	11,260	8,419	6,482	33.7	29.9
College	8,6[illegible]	6,437	5,121	34.9	25.7
Other Schools	2,543	1,944	1,351	30.8	43.9
On-Job Training	30	36	5	- 16.7	620.0
Special Restorative Training	2	2	5	0.0	- 60.0
Sons and Daughters	51,359	44,171	39,354	16.3	12.2
College	47,941	41,308	36,954	16.1	12.1
Other Schools	3,116	2,641	2,442	18.0	8.1
On-Job Training	276	190	32	45.3	493.8
Special Restorative Training	26	32	26	- 18.7	23.1

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[1] A more detailed breakout of chapter 34 training is provided in appendix B, table 1.

[2] In the text the category "other residence schools" includes cooperative farm and flight training.

IV. VETERANS EDUCATIONAL ASSISTANCE - CHAPTER 34

A. In Training - April 1975: At the end of April 1975 there were 1,792,187 veterans and service persons in training under chapter 34. This is the highest end-of-the-month trainee count since enactment of the current GI bill. The total count at the end of April consisted of 1,195,512 persons in institutions of higher learning, 201,181 in other residence schools, 280,552 in correspondence schools and 114,942 in on-job training. A period of very rapid increase in the number of trainees followed the passage of Public Law 93-508 (December 3, 1974) which increased the basic subsistence allowance by almost 23 percent from $220 to $270 per month (see appendix A for allowances). A very high unemployment rate among recently discharged veterans also contributed to the large number of participants in training during this period. Table 2 shows the month-to-month increases during 1975 compared to the previous year increases (see appendix B, table 1 for details).

Table 2

INCREASE OF PERSONS IN-TRAINING DECEMBER THROUGH APRIL

(Chapter 34 Only)

	Fiscal Year 1975		Fiscal Year 1974	
	Number	Percent Increase	Number	Percent Increase
December	1,437,867	--	1,351,694	--
January	1,575,942	9.6%	1,405,441	4.0%
February	1,713,867	8.8	1,492,260	6.2
March	1,754,360	2.4	1,521,433	2.0
April	1,792,187	2.2	1,536,724	1.0

B. Vietnam Era Veterans In Training: Seventy-seven percent of all persons in training under chapter 34 at the end of April are Vietnam era veterans. There were a total of 1,373,384 Vietnam era veterans in training of whom 958,515 were in college (not including 1,127 college level correspondence trainees), 147,386 were in other residence schools, 161,484 were in correspondence training, and 105,999 were in on-job training. Both the total number in training and the number in college level training represent all time highs for Vietnam era veterans.

C. Peacetime Post-Korean Conflict Veterans In Training: The end of April 1975 was also the peak level for the peacetime post-Korean conflict veterans in training. There were 324,595 of these veterans in training, 215,569 college level trainees, 46,911 other resident school trainees, 53,172 taking correspondence training and 8,943 in on-job training. It should be pointed out that all of these trainees are beneficiaries of recent legislation which extended eligibility from 8 to 10 years.

D. Service Personnel In Training

1. A new high end-of-the-month trainee count also was attained by those service personnel who were in training under the GI bill. There were 94,208 of these trainees, 387 more than the previous high of 93,821 in November 1974. More significantly, the college level in-training count (21,428), exclusive of correspondence, was 2,477 higher than in November 1974. The remainder of the training by service personnel was 6,884 in other residence schools and 65,896 taking training by correspondence. This latter number represents an overall decrease from November 1974 to April 1975 of 2,288 for all types of correspondence training by active duty trainees.

2. Air Force personnel make up the greatest percentage of persons who were training while on active duty with 38.5 percent of the total. The Army and the Navy make up most of the remainder with 30.7 percent and 23.6 percent, respectively (see appendix B, table 2). Servicewomen constitute about 1.4 percent of the service personnel in training.

E. In Training During the Month

1. As was reported earlier in this publication, there were 1,792,187 veterans and service personnel in training at the end of the month of April 1975. However, in addition, a number of persons -- principally college trainees -- either permanently or temporarily terminated training sometime during the month prior to the time when the in-training count was made and, as a result, are not counted although they were in training at some time during the month. Table 3 compares the end-of-the-month in-training count with the total count of persons trained during the month by type of training.

Table 3

IN TRAINING
CHAPTER 34
APRIL 1975

	Chapter 34 Total		Veterans		Service Personnel	
	End of Month	During Month	End of Month	During Month	End of Month	During Month
College	1,195,512	1,288,068	1,174,084	1,260,505	21,428	27,563
Other residence	201,181	218,463	194,297	208,891	6,884	9,572
Correspondence	280,552	347,076	214,656	281,008	65,896	66,068
On job	114,942	115,357	114,942	115,357	--	--
TOTAL	1,792,187	1,968,964	1,697,979	1,865,761	94,208	103,203

2. When comparing end-of-the-month data with during the month data, one thing becomes evident rather quickly. That is: when enrollment in colleges is on the ascendency the difference between the two statistics is small; however, when enrollment is decreasing, (at the end of terms, semesters, quarters, etc.) the difference can be quite large. Table 4 compares the end-of-the-month trainee counts with the number trained during the month from April 1974 to April 1975, for all trainees and for college level trainees.

Table 4

END OF MONTH TRAINEE COUNTS COMPARED WITH TOTAL IN TRAINING DURING THE MONTH [1/]

	College Level			All Trainees		
	End of Month In Training	Trained During Month	Ratio During Month/EOM	End of Month In Training	Trained During Month	Ratio During Month/EOM
1974						
April	938,013	989,153	1.055	1,536,724	1,669,976	1.087
May	537,686	944,246	1.756	1,122,615	1,614,273	1.438
June	299,165	591,443	1.977	850,915	1,232,331	1.448
July	307,532	380,410	1.237	858,781	1,013,954	1.181
August	271,965	468,981	1.724	811,145	1,098,654	1.354
September	727,348	761,096	1.046	1,274,579	1,392,991	1.093
October	920,580	955,383	1.038	1,486,085	1,604,229	1.080
November	970,467	1,024,762	1.056	1,548,795	1,689,885	1.091
December	865,074	1,045,620	1.209	1,437,867	1,706,989	1.187
1975						
January	1,002,015	1,090,295	1.088	1,575,942	1,744,499	1.107
February	1,129,484	1,177,710	1.043	1,713,867	1,842,486	1.075
March	1,170,834	1,260,592	1.077	1,754,360	1,926,748	1.098
April	1,197,133	1,289,319	1.077	1,792,187	1,968,964	1.099

F. Type of Training by Training Time - April 1975

1. More than half (54.4 percent) of the persons in training under the GI bill at the end of April were in training on a full-time basis. This is a higher percentage than for last April (53.1 percent) and last November (52.0 percent). At the college level, 61.2 percent of the trainees were in training full time. For those training in other residence schools (this excludes training by correspondence) there were 63.0 percent in full-time training. For persons in on-job training, all (100 percent) are considered as full-time trainees. (Appendix B, tables 3 through 11, present information on type of training by training time by level of training.)

2. Better than 2 of 3 (69.9 percent) service personnel in training under the GI bill are training by correspondence, one of ten (9.8 percent) are in training full time and the remainder (20.2 percent) are in part-time residence school training. [2/] For service personnel in training, only about 0.3 percent of correspondence training is taken in institutions of higher learning and only about 1.0 percent of college training is taken by correspondence.

[1/] There is a further loss in the count of persons actually in training during or at the end of any given month due to the delay beyond the end of the month in the receipt and processing of some enrollments into training which are processed on a retroactive basis.

[2/] As in the appendix tables, percentages here and elsewhere in the text may not add to 100.0 percent due to rounding.

3. For Vietnam era veterans in training the distribution by training time is 59.6 percent full time, 28.7 percent part time, and 11.8 percent training by correspondence. Only 0.1 percent of college training for Vietnam era veterans is taken by correspondence, while 63.8 percent is full-time training and 36.1 percent is part time.

4. As might be expected, the peacetime post-Korean conflict trainees had a smaller percentage enrolled for full-time training than their Vietnam era veteran counterparts. For these older, peacetime veterans, 45.4 percent trained full time, 38.2 percent part time, and 16.4 percent by correspondence. Among college trainees, 52.3 percent trained full time, 47.6 percent part time and 0.1 percent by correspondence for peacetime post-Korean conflict veterans.

Table 5

CURRENT GI BILL - SELECTED DATA
APRIL 1975

	April 1975
Post-Korean Veteran Population	
TOTAL	10,612,000
Vietnam era	7,520,000
Service between Korean conflict and Vietnam era	3,092,000
Applications for Training	
TOTAL	6,264,382
Veterans	5,622,412
(Vietnam era)	(4,173,339)
Service personnel	641,970
Persons Ever In Training	
TOTAL	5,657,265
Veterans	5,071,036
(Vietnam era)	(3,815,985)
Service personnel	586,229

Trainee Characteristics (Cumulative and Current)

	Cumulative Through April 1975	In Training April 1975
Completed at least 4 years of high school at time of application	87%	90%
Had less than a high school education at time of application	13	10
Completed at least one year of college at time of application	20	19
Veterans paid educational assistance allowance for one or more dependents	53	65
Veterans paid educational assistance allowance for training one-half time or more with one or more dependents 1/	71	77
College trainees attended public colleges	79	83
Other school trainees attended private schools	82	79
Other residence school trainees attended private schools	60	43
College trainees attended full-time training	58	61
Other school trainees attended full-time training	26	26
Other school trainees in correspondence training	51	58
Other residence school trainees attended full-time training	54	63
Males	99	98

	Cumulative Through June 1974
Median age for all post-Korean veterans when they entered training	25.0 years
Median age for Vietnam era veterans when they entered training	23.6 years

G. Total Ever Trained Under Chapter 34 Through April 1975

1. The total number who had ever trained under the current GI bill through April 1975 was 5,657,265. Of this total, 2,999,904 had trained at the college level (not including training by correspondence), 1,070,641 in other residence schools, 1,129,557 in correspondence training, and 457,163 in on-job training. 2/ (See appendix B, tables 7 and 8.)

1/ Veterans training less than half time and all service personnel trainees do not receive additional allowance for dependents.

2/ The "ever trained" counts by type of training represent only the last type of training taken. A trainee who first took college training and later took a correspondence course, not at the college level, would be counted in correspondence training and not in college. As a result of this, the total number of persons who ever trained in the individual types of training is understated. The grand total of 5,657,265 for all types of training is an unduplicated count.

2. The majority of trainees under chapter 34 have been Vietnam era veterans. By the end of April 1975, a total of 3,815,985 Vietnam era veterans had trained under the GI bill. Of these, 2,205,946 had trained in institutions of higher learning, 635,962 in other residence schools, 577,476 in correspondence courses and 396,601 in on-job training (see appendix B, tables 9 and 10).

3. By the end of April 1975, 1,255,051 peacetime post-Korean conflict veterans had trained under the current GI bill. This total was made up of 631,609 who trained in colleges or universities, 247,684 who trained in other residence schools, 315,196 who trained in correspondence courses and 60,562 who took on-job training (see appendix B, tables 7 and 8). Between the original delimiting date of May 31, 1974 and the end of April 1975, 135,473 peacetime post-Korean veterans entered training for the first time. This was made possible by the extension of the eligibility period from 8 years to 10 years by Public Law 93-337. (This extension also permitted continued participation by Vietnam era veterans who returned to civil life prior to the effective date of the current GI bill.

4. Through April 1975 a total of 586,229 persons had trained while on active duty but had not later trained as veterans. Training taken by these service personnel through April 1975 included 162,349 in college, 236,885 by correspondence training and 186,995 in other residence schools. Of the service personnel who trained in other residence schools, 154,246 or 82.5 percent were high school trainees. These numbers substantially understate the true number of service personnel trained. For example, in June 1974 the comparable figure -- 486,445 -- represented about 78 percent of all persons who had used GI bill entitlement while on active duty in the Armed Forces. The other 22 percent had reentered training after they became veterans and thus were not counted as in-service trainees. Conversely, most of the approximately one-half million service personnel trainees who were not in training in April 1975, are likely to have returned to civil life and should, therefore, be considered as veterans who have trained under the current GI bill.

E. Proprietary Status of Facilities

1. Most persons (62.9 percent) in training under chapter 34 on April 30, 1975 were training in public facilities. However, the total was composed of four types of training, two of which were primarily public (college and other residence schools) and two which were primarily private (on job and correspondence). Of the GI bill trainees in colleges at the end of April 1975, 82.9 percent were enrolled in public facilities; these included almost all (99.3 percent) of those training in teachers' colleges and more than 9 of 10 (92.2 percent) of those training in junior or community colleges. Of those training in residence schools other than college, 57.0 percent were enrolled in public institutions. Conversely, only 10.1 percent of those taking job training were in public facilities and only 0.2 percent of those taking training in correspondence schools were in public facilities. The larger percentage of school trainees in public facilities occurs primarily because most school trainees (both college and other residence school trainees) have had the option of attending low tuition state supported educational institutions, whereas correspondence training and on-job training generally are not available from tax supported institutions. Appendix B, table 12 shows the distribution of trainees by type and proprietary status of facility as of April 1975 and April 1974.

2. The percentage of veterans and service personnel training in public facilities continues to increase, rising from 56.4 percent in April 1974 to 62.9 percent in April 1975. This rise was caused by an increase of trainees in public facilities and a decrease of trainees in private facilities. There was an increased percentage of trainees in public institutions in each type of training except correspondence. There were increased numbers of trainees in those types of training which are primarily public and decreased numbers of trainees in those types of training which are primarily private Table 6 shows this dual phenomena.

Table 6

TYPE OF FACILITY BY PROPRIETARY STATUS OF FACILITY

Type of Facility	Percent Public April 1975	Percent Public April 1974	Percentage Change in Trainees from April 1974 to April 1975
Primarily public			
College	82.9%	81.5%	28.6%
Other residence schools	57.0	51.2	17.8
Primarily private			
Correspondence	0.2	0.3	- 8.4
On-job training	10.1	9.6	- 10.4

I. Junior College Training: Junior college training has expanded faster than other types of college training so that it now constitutes the majority of chapter 34 trainees at the college level.

1. In Training: Of the 1,195,512 chapter 34 trainees enrolled at the college level on April 30, 1975, 637,817 or 53.4 percent were in junior colleges. Table 7 shows the junior college percentage of college trainees for the three groups of trainees under the current GI bill (also see appendix B, table 13).

Table 7

JUNIOR COLLEGE PERCENTAGE OF THOSE TRAINING IN COLLEGE

April 30, 1975

	Percent of All College Trainees	Percent of Undergraduate Trainees
Vietnam era veterans	52.2%	57.8%
Peacetime post-Korean veterans	62.3	68.6
Service personnel	10.3	22.7

2. Since the benefit for veterans is a fixed amount per month to assist with tuition and subsistence expenses, training in public junior colleges with low tuition enables veterans to retain more of the benefit for subsistence purposes. Of the veterans training in junior college, 92.2 percent were attending public junior colleges which on the average have the lowest tuition available at the college level. Peacetime post-Korean veterans in particular choose junior college training most often. A reason for this, other than cost, may be that junior colleges are located in communities where these older established veterans can conveniently train.

3. Growth: Over the 2 year period, April 1973 to April 1975, the number in junior college training grew from 343,022 to 637,817, an increase of 294,795. The total number training in college (including junior colleges and excluding correspondence training) grew from 841,547 in April 1973 to 1,195,512 in April 1975, an increase of 353,965. This means that 83.3 percent of the increase in college training during this period can be attributed to growth in the number of junior college trainees. Chart 1 shows the number of junior college trainees as compared with other college trainees for succeeding peak spring and fall enrollments (April and November) from April 1973 to April 1975. There are several causes for the upsurge in junior college training when compared with other college training:

a. Junior college training is an alternative to unemployment, particularly for veterans with less than a high school education who have GI bill benefits available. Untrained veterans are the most likely to be effected by unemployment and many choose to train when unemployment rises. Junior college is more often the type of training chosen when this occurs for the following reasons:

(1) Junior colleges offer a low cost way to train and receive needed financial assistance.

(2) Junior colleges are usually in urban communities where they are easily accessible for training.

(3) Most junior colleges offer practical vocational and technical training which on completion gives trainees a good chance for employment.

(4) Junior colleges generally have lower academic standards and a more open admission policy, thereby attracting veterans who usually may not qualify for 4 year colleges.

b. The substantial increase in monetary benefits last fall probably enabled many veterans to train who previously had felt unable to make it financially.

J. State Comparison of GI Bill Training

1. Persons In Training at the End of April 1975

a. All veterans and service personnel in training

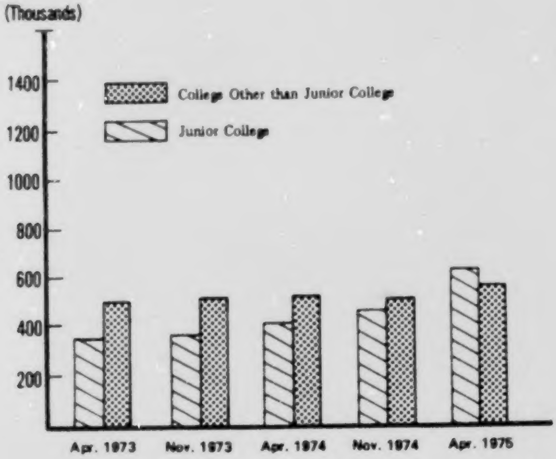
(1) Appendix B, table 15, shows the State of residence given at the time a veteran or service person on active duty applied for GI bill benefits for those who were in training at the end of April 1975. (The data shown on table 15 for chapters 31 and 35 are disclosed in Parts VI and VII, respectively.) The State of California accounts for the greatest number of residents in training with 308,565 trainees. This is almost three times the number for the next largest States, New York and Texas, with 111,517 and 106,789, respectively. At the other end of the scale were Vermont (2,225 trainees), Alaska (2,812 trainees) and Wyoming (2,927 trainees).

(2) Some States have a disproportionately large share of the active duty service personnel in training, this tends to exaggerate State comparisons which are based on State of residence at time of application. This distortion is particularly noticeable for the District of Columbia because all the service personnel who initiated training while overseas are counted as residents of the District of Columbia.

b. Vietnam era veterans in training: More than one in six Vietnam era veterans in training applied for training while a resident of the State of California. California experienced a 22.7 percent growth in the number of veterans in training from April 1974 to April 1975, higher than the nation-wide growth rate of 18.5 percent. Except for the District of Columbia (with the problems inherent in the reporting system as stated in the preceding paragraph), the largest percentage growth in the "in training" statistic occurred for residents of South Carolina (42.4 percent) and Rhode Island (37.5 percent). The smallest percentage growth occurred for Iowa (1.8 percent) and Alaska (2.2 percent). The number of residents of Puerto Rico in training declined by 8.6 percent during this period (see appendix B, table 14 for the data for each State).

Chart 1

Distribution of Training for Junior Colleges and Other College-Level Training



c. Persons in training by level of training: Appendix B, table 16, shows how the trainees in each State are distributed by level of training. The State of California has the most trainees in each category except farm training, Arkansas leads the nation in farm training with 3,991 trainees. More than 80 percent of the persons in training in the States of California, Rhode Island, and Massachusetts are taking college level training. Almost one of every three Georgia veteran trainees (compared with one of ten nationwide) is taking training in other residence schools. Nineteen percent of the Vermont veteran trainees were in on-job training (three times the national rate) while in Arkansas one-fourth of all trainees were in farm training.

2. Persons Ever Trained Through April 1975

a. Growth in last twelve months: In the 12-month period following the end of April 1974 there were 866,150 new entrants into training - an 18.1 percent increase in the number of persons who have trained under the current GI bill. Residents of California made up 15.6 percent of all original entries nationwide; the growth in new trainees within the State was just over the national rate. The greatest percentage increase occurred for Hawaii, Delaware, and South Carolina. More than one-fourth of all persons trained under the current GI bill who gave their residence as Hawaii, entered into training for the first time in the 12-month period from May 1974 to April 1975 (see appendix B, table 17). Of all the States, Pennsylvania realized the least growth.

b. Participation rate by State: The national participation rate is calculated by dividing the total number of living veterans into the number of persons who have ever trained under the current GI bill. For Vietnam era veterans, the nationwide participation rate had reached 50.7 percent, exclusive of service personnel (58.5 percent with service personnel included, see appendix B, table 18). We usually cite the nationwide rate which includes service personnel because most of them are now veterans, however, service personnel are always omitted from the participation rate of individual states because of the disproportionate distribution of service personnel on active duty. The highest State participation rate for veterans has been achieved by the State of North Dakota with 80.8 percent of its veterans having trained, South Dakota and New Mexico follow with 70.1 percent and 69.3 percent, respectively. At the other end of the scale are Vermont at 33.9 percent, New Jersey at 37.4 percent, and Massachusetts at 39.4 percent. (See Chart 2.) The States with the highest participation rate by each type of training are:

Type of Training	State	Percentage Participation
College	California	48.18
Other residence schools	Alabama	16.7
Correspondence	South Dakota	12.5
On-job training	North Dakota	12.1

(Because of the problems previously stated, the District of Columbia is not considered in the discussion of participation rates.)

K. Dependency Status for Veteran Trainees

1. Veteran trainees with dependents are eligible for an additional allowance over and above the basic stipend if training is one-half time or more. The amount of the dependency allowance is determined by the number of dependents the veteran has, the type of training taken, and whether training is one-half time, three-quarter time, or full time (see appendix A for details).

2. As shown in table 8 below, at the end of April 1975, 62.7 percent of Vietnam era veteran trainees and 72.6 percent of peacetime post-Korean veteran trainees were receiving an additional allowance for dependents. Of those training one-half time or more, 73.2 percent of Vietnam era veterans and 92.8 percent of peacetime post-Korean veterans were receiving the additional allowance for dependents. Table 8 also shows that these "in training" percentages exceed the percentages for all veterans who have ever trained indicating that recent trainees' usage of the dependents allowance has increased over that of the late 1960's and early 1970's. This is to be expected as the trainees become older and assume further family responsibilities. (For details see appendix B, table 19.)

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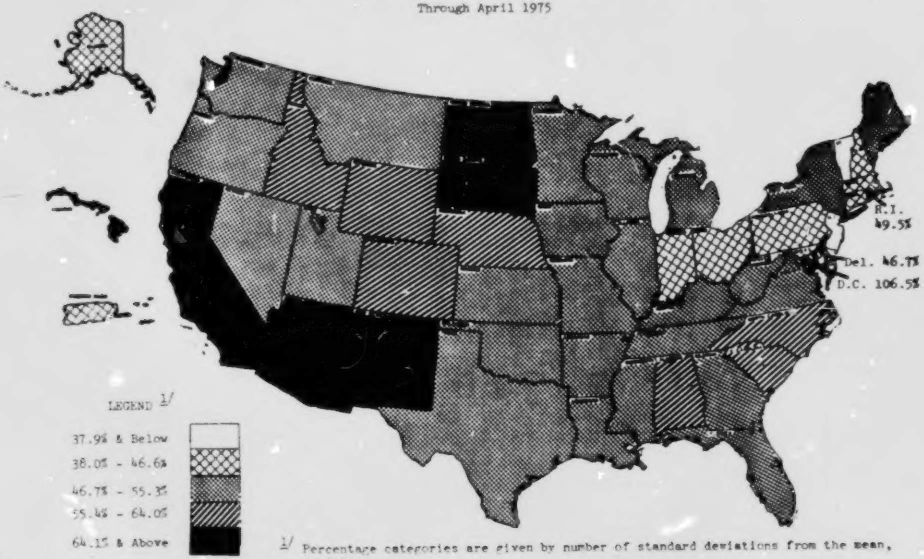
PARTICIPATION RATE FOR VIETNAM ERA VETERANS BY STATE

Through April 1975



LEGEND 1/	
37.9% & Below	☐
38.0% - 46.6%	▩
46.7% - 55.3%	▒
55.4% - 64.0%	▨
64.1% & Above	■

1/ Percentage categories are given by number of standard deviations from the mean, as follows: $\overline{X} - 1.5S = 38.0$ $\overline{X} + .5S = 55.4$
$\overline{X} - .5S = 46.6$ $\overline{X} + 1.5S = 64.0$. where the state mean
$\overline{X} = 51.0$ and $S = 8.7$

Chart 2

April 1975

Table 8

PERCENTAGE OF VETERAN TRAINEES RECEIVING DEPENDENTS ALLOWANCE

As of April 30, 1975

	Veterans In Training Under Chapter 34	Veterans Ever Trained Under Chapter 34 in Their Latest Training Status
All veteran trainees	64.6%	52.8%
Vietnam era veterans	62.7	52.5
Peacetime post-Korean veterans	72.8	53.9
All veterans training one-half time or more	76.8	71.0
Vietnam era veterans	73.2	66.9
Peacetime post-Korean veterans	92.8	87.1

3. In the period from April 1974 through April 1975, the increase in veterans in training has been accompanied by an even greater increase in those who receive supplemental benefits for dependents, while the number in training who are not paid for dependents actually declined as shown in table 9.

Table 9

PERCENTAGE DISTRIBUTION BY DEPENDENCY STATUS

Veterans In Training

	Trainees Paid for Dependents	Trainees Not Paid for Dependents
April 1974		
Number	847,379	601,014
Percent	(58.5%)	(41.5%)
April 1975		
Number	1,097,110	600,869
Percent	(64.6%)	(35.4%)

The increase in percentage of trainees paid for dependents between April 1974 and April 1975 occurred for two reasons:

a. The percentage of trainees who were training one-half time or more (eligible for dependents supplemental assistance) increased from April 1974 through April 1975; and

b. The percentage of half-time or more trainees receiving dependents supplemental benefits has increased. This has occurred because the average age of veterans who are in training tends to be progressively greater as the GI bill's duration lengthens and the trainees tend to acquire dependents as they grow older. Table 10 shows the trend in the percentage training one-half time or more and the trend in the percentage in training who were receiving dependents assistance.

Table 10

VETERANS IN TRAINING - ONE-HALF TIME OR MORE

	Number	Percentage of All Veteran Trainees	Percentage of Veterans Receiving Dependents Supplemental Benefits	Median Age All Veteran Trainees 1/
April 30, 1974	1,149,359	79.4%	73.7%	27.9
November 30, 1974	1,165,434	80.1	75.5	28.3
April 30, 1975	1,428,768	84.1	76.8	28.7

1/ Median age for veterans training one-half time or more is not available.

4. Through April 1975, 52.8 percent of all veterans ever trained under chapter 34 had received dependents benefits allowance in their most recent training status. This percentage is a little below the 53.9 percent for trainees who received dependents assistance under the World War II GI bill and the 54.0 percent for trainees who received dependents assistance under the Korean GI bill. However, the percentage who ultimately use dependents assistance under the current GI bill probably will exceed those of the two previous bills because of the tendency of veteran trainees to acquire dependents as they become older (see appendix B, table 20 for comparisons).

L. Educationally Disadvantaged Trainees: Veterans and service personnel who have neither completed 4 years of high school nor received credit for high school completion on the basis of a General Educational Development equivalency certificate, are considered to be educationally disadvantaged. Because of the deficiencies in the basic educational background of these individuals there is a special interest in their training under the GI bill.

1. Veterans In Training 1/

a. There were 172,282 veterans in training on April 30, 1975 who were educationally disadvantaged at the time they entered training. This number was composed of 72,412 training in college, 54,126 in other residence schools, 12,557 in on-job training, and 33,187 in correspondence training.

1/ This section discusses the April 30, 1975 in-training data for educationally disadvantaged veterans but not for educationally disadvantaged service personnel. In-training data for educationally disadvantaged service personnel understate the number in training because of the relatively short duration of many of the PREP courses taken by educationally disadvantaged service personnel. In many cases, trainees finish training by the time processing of their records has been completed. When this happens the number of service personnel for whom this occurs are added to the "ever trained" group but are not reflected in the "in training" group. The training of educationally disadvantaged service personnel is discussed further in paragraph IV., L., 2., "Ever Trained."

b. During the last 12 months, the number of educationally disadvantaged veterans who hav trained under the current GI bill has increased faster than the number of veterans who han graduated from high school. From April 1974 to April 1975, the number of educationally disadvantaged veterans in training grew by 33.5 percent while the number of noneducationally disadvantaged veterans in training grew 15.6 percent (see table 11 and appendix B, table 21). Most of the increase occurred after November 1974, following the substantial increase in the educational assistance allowance (Public Law 93-508, December 3, 1974).

Table 11

VETERANS IN TRAINING

	April 1975	November 1974	April 1974	Percent Change April 1974-April 1975	Percent Change Nov. 1974-April 1975	Percent Change April 1974-Nov. 1974
Vietnam era educationally disadvantaged	121,358	96,883	87,559	38.6%	25.3%	10.6%
Vietnam era noneducationally disadvantaged	1,252,026	1,095,741	1,072,726	16.7	14.3	2.1
Peacetime post-Korean educationally disadvantaged	50,924	39,316	41,537	22.6	29.5	- 5.3
Peacetime post-Korean noneducationally disadvantaged	273,671	223,034	246,571	11.0	22.7	- 9.5
Total educationally disadvantaged	172,282	136,199	129,096	33.5	26.5	5.5
Total noneducationally disadvantaged	1,525,697	1,318,775	1,319,297	15.6	15.7	0.0

c. The number of educationally disadvantaged Vietnam era veterans in training increased 38.6 percent from April 1974 to April 1975 compared with 16.7 percent for other Vietnam era veterans in training with the largest part of both increases occurring between November 1974 and April 1975. There are several probable causes for the strong growth in training of educationally disadvantaged Vietnam era veterans compared with the growth in training of other Vietnam era veterans.

(1) There is a strong positive correlation between the benefit level (monthly educational assistance allowance) and the percentage of educationally disadvantaged Vietnam era veterans who enter training. Although increased benefits appear to stimulate veterans of any educational level to enter training, the percentage of educationally disadvantaged Vietnam era veterans who enter training due to increased benefits is greater than the percentage of other Vietnam era veterans who enter training as a result of increased benefits. The recent increases in benefits (Public Law 93-508) have evidently contributed more to the relatively larger growth in training of the educationally disadvantaged Vietnam era veterans than to the growth in training of other Vietnam era veterans.

(2) A greater percentage of educationally disadvantaged Vietnam era veterans than other Vietnam era veterans appear to enter training when unemployment rates rise. Because of this tendency, the increased level of unemployment in 1974 and early 1975 undoubtedly contributed to the greater relative increase in training by educationally disadvantaged Vietnam era veterans. By choosing to train, unemployed or underemployed Vietnam era veterans prepare for future employment while being assured of needed current financial support.

(3) The Outreach program of the VA has helped motivate educationally disadvantaged Vietnam era veterans to enter training. This program is designed to contact educationally disadvantaged Vietnam era veterans and inform them of educational opportunities available to them.

d. Educationally disadvantaged peacetime post-Korean conflict veterans increased 22.6 percent from April 1974 to April 1975 compared with 11.0 percent for noneducationally disadvantaged peacetime post-Korean veterans. The number of these veterans in training declined between April 1974 and November 1974. This temporary decline in the number of trainees probably resulted from anticipation of the expiration of their entitlement on May 30, 1974. When their entitlement was extended for 2 more years, many of them entered or resumed training. Also the benefit increase of December 3, 1974 apparently stimulated many of these veterans to enter training. As with Vietnam era veterans, educationally disadvantaged peacetime post-Korean veterans apparently were affected by the benefit increase to a greater degree than other peacetime post-Korean veterans.

e. The greatest increase of educationally disadvantaged veterans in training occurred at the college level making college training the largest category of training taken by educationally disadvantaged veterans. Specifically, junior college training continued to be by far the largest category of college training taken by educationally disadvantaged veterans and it is in this category where the greatest part of the increase occurred. A significant rise in training by the educationally disadvantaged also occurred in "other residence schools." Most of this increase occurred because of the increase in high school trainees. Appendix B, table 21 shows the number of educationally disadvantaged veterans in training on April 30, 1974 and April 30, 1975 by type of training and the percentage increase (or decrease) by type of training. In addition, the table shows comparable data for veterans who were high school graduates and those with one or more years of college.

2. Ever Trained

a. Through April 1975, 717,392 educationally disadvantaged post-Korean conflict veterans and service personnel had trained since the current GI bill became effective, including 371,665 Vietnam era veterans, 187,804 peacetime post-Korean veterans and 157,923 service personnel. The cumulative number of educationally disadvantaged trainees ever trained under the current GI bill rose in the period April 1974 to April 1975 from 554,719 to 717,392, an increase of 162,673 or 29.3 percent. Substantial increases occurred among both veteran and in-service trainees but the increase was greatest for service personnel. The number of disadvantaged Vietnam era veteran trainees increased from 287,350 to 371,665 or 29.3 percent; disadvantaged peacetime post-Korean veteran trainees increased from 158,643 to 187,804 or 18.4 percent; and disadvantaged service personnel who had trained increased from 108,726 to 157,923 or 45.2 percent. These percentage increases in the number of educationally disadvantaged ever trained are greater than the percentage increases for all Vietnam era veteran trainees, all peacetime post-Korean veteran trainees, and all service personnel trainees, respectively, as shown in table 1. Cumulative data for these three groups (by latest status) through April 1975 is given in appendix B, table 23 by type of training.

b. Table 12 shows that the percentage participation of educationally disadvantaged Vietnam era veterans has been increasing faster than the percentage participation of Vietnam era veterans with a high school education or more. However, as table 12 also shows, participation by educationally disadvantaged Vietnam era veterans is still substantially below that of Vietnam era veterans with a high school education or more.

Table 12

VIETNAM ERA VETERANS PERCENTAGE PARTICIPATION BY PRIOR EDUCATION

(Excludes Service Personnel)

	April 1975	April 1974	April 1973
Educationally disadvantaged veterans	34.5%	28.3%	22.6%
Noneducationally disadvantaged veterans	53.5	48.9	44.1

c. Much of the increase in training by educationally disadvantaged service personnel is due to the PREP program (Predischarge Education Program) of the Armed Services. This program makes an effort to encourage and assist educationally disadvantaged service personnel (and other service personnel requiring remedial or refresher courses) to prepare for their future by providing needed secondary, remedial or refresher training prior to discharge. In addition, this training is provided without loss of entitlement (see paragraph 3 below). The recent emphasis on PREP training at the high school level by the Armed Forces has been especially successful. From April 1974 to April 1975, the number of educationally disadvantaged service personnel trained whose latest status was high school training rose from 75,920 to 108,955 (exclusive of correspondence training), an increase of 43.5 percent. Through the end of April 1975, high school represented the latest training status for 69.0 percent of all educationally disadvantaged service personnel who had trained in the service and had not afterward trained as a veteran. Data for service personnel ever trained (less those who reentered training as a veteran) by type of training is shown in table 13 below through April 1974 and April 1975.

Table 13

EDUCATIONALLY DISADVANTAGED SERVICE PERSONNEL EVER TRAINED

BY LATEST TYPE OF TRAINING WHILE IN SERVICE

	April 1975	April 1974	Percentage Change
TOTAL TRAINED	157,923	108,726	45.2%
College	24,347	11,748	107.2
Other schools	133,576	96,978	37.7
Residence schools other than high school	2,539	2,358	7.7
High school (residence)	108,955	75,920	43.5
Correspondence	22,082	18,700	18.1

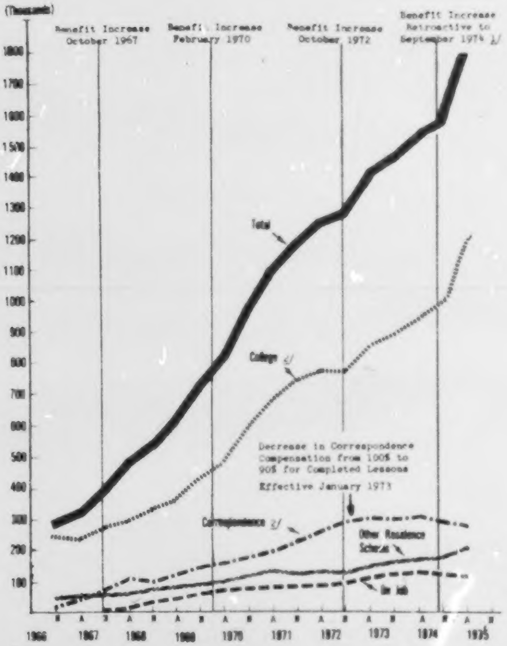
This table shows that most of the growth in the number of service personnel who have ever trained occurred because educationally disadvantaged service personnel took high school training; it also shows that college training has become an important type of training for educationally disadvantaged service personnel. More educationally disadvantaged service personnel entered college training between April 30, 1974 and April 30, 1975 than had trained under the current GI bill in all the time prior to this period (excluding those who had reentered training as veterans).

Chart 3

PERSONS IN TRAINING UNDER GI BILL

Successive Aprils and Novembers

(November 1966 through April 1975)



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[1] Enacted and approved December 3, 1974, effective retroactive to September 1974.

[2] The College category excludes training taken by correspondence. College training taken by correspondence is included in the correspondence category where it makes up less than one percent of the trainees.

3. Free Entitlement: Under the current GI bill, provision is made for veterans and service personnel to receive ful[illegible]efits while training for high school completion without depletion of their basic entitlement. Other veterans and service personnel who have completed high school but lack certain credits which are required for entrance into their selected program of training, may also take the necessary courses on a "free entitlement" basis even though these may be noncredit courses in an institution of higher learning.

a. Of the 460,663 trainees who ever used free entitlement through April 1975, about 58 percent had not completed high school. The remaining 42 percent were veterans or service personnel who had completed high school before they entered training but received free entitlement for prerequisite noncredit preparatory or makeup courses.

b. The pattern of cumulative and current (April 30, 1975) usage of free entitlement by veterans and service personnel is shown in table 14. Service personnel account for a much greater percentage of free entitlement usage on a cumulative basis than they do at any point in time (such as April 30, 1975). A factor in this difference is the relatively short duration of many of the PREP courses which causes some of the service personnel not to be reported as in training at the end of a month (see footnote 1, section IV., L., 1.).

Table 14

USAGE OF FREE ENTITLEMENT

	Ever Used Free Entitlement Through April 30, 1975		Using Free Entitlement as of April 30, 1975	
	Number	Percent	Number	Percent
Vietnam era veterans	211,802	46.0%	44,543	72.9%
Peacetime post-Korean veterans	47,852	10.4	12,680	20.7
Service personnel	201,009	43.6	3,886	6.4
TOTAL	460,663	100.0	61,109	100.0

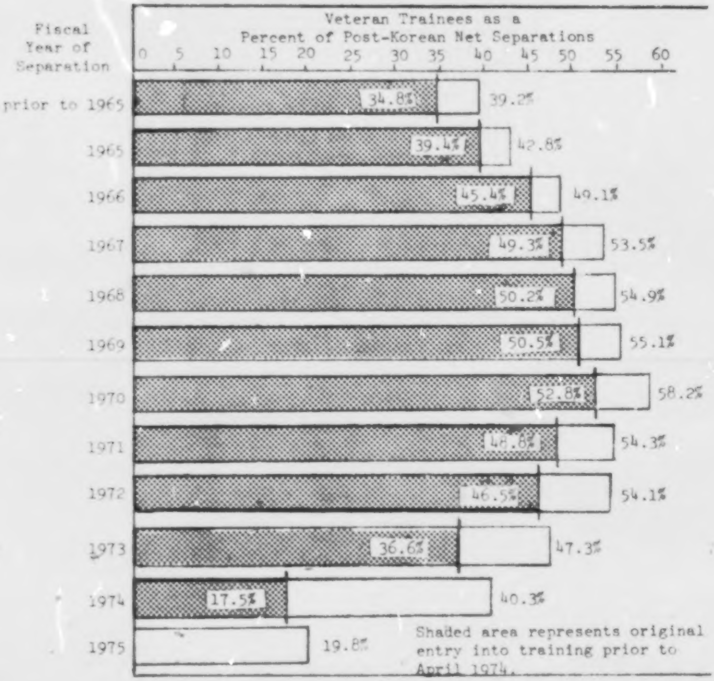
There was a large increase in the use of free entitlement in the period April 1974 to April 1975 by all three groups of trainees. In this period, the number of Vietnam era veterans who had used free entitlement rose 53.1 percent, the number of peacetime post-Korean veterans who had used free entitlement rose 39.0 percent and the number of service personnel who had used free entitlement rose 56.5 percent. These increases in the usage of free entitlement occurred primarily as the result of increased training by the educationally disadvantaged (non high school graduates).

M. Trends In Training (Chapter 34)

1. Since the current GI bill went into effect on June 1, 1966, the number of veterans and service personnel in training under chapter 34 has increased each year. In November 1966, the number in training was 293,996. By April 1975 the number of veterans and service personnel in training had risen to 1,792,187. Although increases in the total in training occurred continuously over the entire period, the most pronounced increases in training occurred following increases in the financial assistance rate. The striking increase in training from November 1974 to April 1975 followed the 22.7 percent increase in the benefit level in the fall of 1974. The effect of this large benefit increase and to a lesser extent the effect of increased unemployment, particularly on educationally disadvantaged veterans, have combined to cause this large increase in training between November 1974 and April 1975 (see chart 3).

CHAPTER 34
ENTRY INTO TRAINING OF POST-KOREAN VETERANS 1/
BY FISCAL YEAR OF SEPARATION

(Entries June 1966 through April 1975)



Shaded area represents original entry into training prior to April 1974.

1/ Excludes 600,036 service personnel.

2. Within the "total in training," each type of training has generally continued to grow over the tenure of the current GI bill, although several exceptions are noted below. Starting with November 1966, chart 3 shows successive (twice yearly, April and November) training loads for four types of training and the total.

3. The largest single type of training - college level - grew almost without interruption (except for seasonal variations) from November 1966 to April 1975, and had the greatest effect on the growth of the total. As shown in chart 3, the increase in college training has been particularly pronounced following benefit increases. College training grew 23.4 percent from November 1974 to April 1975.

4. Both the number of correspondence trainees and the proportion of total trainees taking correspondence training grew (with one exception) quite steadily through November 1972. However, since November 1972 the proportion has been falling. This reversal occurred for three reasons:

a. Trainees who contracted for correspondence training after January 1, 1973 were reimbursed for only 90 percent of the cost of completed training, as opposed to 100 percent previously.

b. Starting in January 1973 veterans were required to affirm an enrollment in a correspondence course 10 days after enrolling in the course.

c. Starting in October 1972 service personnel were required to get the concurrence of their unit education officer prior to taking correspondence training. From April 1973 through April 1975, a period when the "total in training" was rising, the number of correspondence trainees decreased by 7.4 percent, thereby reducing its proportion of the total. Since correspondence trainees receive a flat 90 percent of the cost of their course, benefit increases have had no motivating effect on the number of correspondence trainees.

5. On-job training was not available at the outset of the current GI bill in June 1966. It became available for the first time in the fall of 1967, and by April 1968, 2.1 percent of all those in training were in on-job training. Both the number of job trainees and the job trainee proportion of the total rose steadily until April 1974 when there were 128,796 job trainees, or 8.4 percent of the total in training. On-job training actually reached its highest end-of-the-month enrollment in May 1974 when there was a total of 128,945 in training. However, by the end of April 1975 the number of on-job trainees had declined to 114,942, 6.4 percent of all trainees. The decline in the number of job trainees occurred as decreasing employment in the economy caused fewer job training opportunities to become available for prospective on-job trainees.

6. The number of trainees in residence schools other than college has grown steadily over the tenure of the current GI bill except in the period from April 1971 to November 1972 but it has not grown as rapidly as the total of all training. As with college training, the most pronounced increases in the number of trainees occurred following benefit increases. Other residence school training grew 25.1 percent from November 1974 to April 1975, stimulated by the benefit increase of December 1974 and increased unemployment.

7. The percentage of veterans who have trained (participation rates) by year of separation from the Armed Forces, is illustrated in chart 4. The entire length of each bar indicates the percentage of separatees discharged during the given fiscal year who had trained through April 1975, and the end (unshaded) segment of each bar shows the growth which occurred in the 12-month period from April 1974 through April 1975. Two key points are illustrated in this chart.

a. There is an increasing tendency for those who take training to enter training shortly after separation from the Armed Forces. This is illustrated in chart 4 by the fact that the growth during the 12-month period from April 1974 to April 1975 in the percentages who had trained is generally greater for those separated in the more recent fiscal years.

b. Separatees discharged in more recent fiscal years have a greater tendency to take training than separatees discharged in earlier fiscal years. This is illustrated by the fact that the percentage of each fiscal year's separatees who had trained through April 1975 was larger for each successive fiscal year through 1970. Separatees from fiscal years 1971 through 1975 do not reflect the pattern of higher percentage participation each year because as of April 30, 1975 there had been insufficient time since separation for a large enough number of potential traineew among these separatees to have entered training. It is probable that the percentage of participation for fiscal years 1971 through 1975 will eventually accede to the ascending pattern of those separated through fiscal year 1970. Greater participation by more recent separatees may be attributed to several factors, some of which are:

(1) Benefits available in more recent years have been increased.

(2) Recent separatees have attained relatively higher levels of prior education, which makes them more likely to resume training following separation.

(3) A greater amount of training assistance information has been provided through the Outreach program to veterans during the time shortly after separation when they are most likely to enter training.

V. THREE GI BILLS -- COMPARISONS

A. Total Number Trained, Level of Training and Cost

1. Since June of 1944, 15.8 million persons have trained under one of the three GI bills. This includes 7.8 million under the World War II GI bill, nearly 2.4 million under the Korean GI bill, and between 5.6 and 5.7 million trainees under the current GI bill. Education costs of the three GI bills through April 1975 total $33.6 billion. Of this cost, $14.5 billion is attributable to the World War II GI bill, $4.5 billion to the Korean conflict GI bill, and $14.6 billion to the current GI bill. It should be noted that the current dollar cost of the post-Korean GI bill has now exceeded that of the World War II GI bill (see appendix B, table 25).

2. For the three GI bills combined, more persons have trained in schools other than college than at any other level. This is followed very closely by college level training. As of the end of April 1975, 6,452,000 persons had trained in colleges or universities, compared with 6,499,000 who had trained in other schools (see appendix B, table 25). College level training has attracted the largest number of trainees under both the current GI bill and the Korean conflict GI bill but the numbers have not been sufficient to overcome the excess of other school trainees over college trainees under the World War II GI bill. A total of 2.08 million on-job trainees and 817,000 farm trainees account for the other trainees under the three GI bills.

B. Participation Rates: April 1975 was the 107th month since the current GI bill became effective. As of the end of April 1975, a total of 4,402,214 Vietnam era veterans and service personnel had taken training under the current GI bill. The Vietnam era veteran population had reached 7,520,000. The above number of trainees as a percentage of the population gives a Vietnam era participation rate of 58.5 percent. When persons who last trained while on active duty are excluded, the rate is 50.7 percent. (However, it is likely that most of these active duty trainees are now veterans in civilian life; therefore they usually are combined with veteran trainees for purposes of computing participation rates.) Either of these participation rates is greater than the final participation rate of 50.5 percent for the World War II GI bill and the final participation rate of 43.4 percent for the Korean conflict GI bill (see appendix B, table 26).

C. College Training Under the Three GI Bills

1. Participation in college level training is greater under the current GI bill than under either the World War II or the Korean conflict programs. College participation for World War II veterans was 14.4 percent, for Korean conflict veterans it was 22.0 percent, and for all post-Korean conflict veterans and service personnel, it was 28.4 percent through April 1975. The subgroup Vietnam era veterans and service personnel had a 31.6 percent participation in college level training through April 1975; they have participated in college level training to a greater extent than any prior group of veterans (see appendix B, table 26).

2. The proportion of GI bill trainees in college (as opposed to the proportion of the veteran population in college) has been larger under the two more recent programs than under the World War II program. College trainees made up 28.6 percent of all trainees under the World War II program, 50.7 percent of all trainees under the Korean conflict program and 53.2 percent of all trainees under the current program through April 1975. Within the group of trainees under the current GI bill, 53.9 percent of Vietnam era veteran and service personnel trainees have trained in college through April 1975.

3. The higher percentage of trainees in college under the two more recent programs has been due to several factors; some are:

a. A higher level of previous education for potential trainees;

b. Greater educational expectations from trainees on the part of prospective employers;

c. The expansion of higher education opportunities to a greater part of the populace; and

d. The expansion of higher education to include vocational and technical training not previously offered for academic credit by colleges.

D. Prior Educational Attainment

1. Table 15 shows that through April 1975, a greater proportion of trainees under the current GI bill had graduated from high school or passed the GED (General Educational Development) test prior to entering training than GI bill trainees under either the World War II program or the Korean conflict program. The percentage of trainees who had one or more years of college prior to GI bill training is higher for the current program than the percentage was under the World War II program; however, the percentage is lower than it was under the Korean conflict program (see appendix B, table 22).

Table 15

PERCENTAGE OF TRAINEES WHOSE PRIOR EDUCATIONAL LEVEL
WAS HIGH SCHOOL OR ABOVE

(Three GI Bills)

	High School Graduate or Above	One or More Years College
World War II GI bill	54.8%	16.3%
Korean conflict GI bill	71.0	26.5
Post-Korean GI bill through April 1975	87.3	20.2
(Peacetime post-Korean veterans)	(85.0)	(22.4)
(Vietnam era veterans)	(90.3)	(19.4)
(Service personnel)	(73.1)	(21.1)

2. Of all the people trained under the current program, Vietnam era veterans have had the highest percentage of trainees who had completed high school or passed the GED test prior to training. On the other hand, peacetime post-Korean veteran trainees had a larger percentage who had completed one or more years of college. Many peacetime post-Korean veterans upgraded their education by going to college before the current GI bill became effective. As a result, a larger percentage of this group entered training under the current GI bill with a year or more of college (self financed) than would have occurred if they had been eligible for such training at the time they were discharged from the Armed Forces.

3. Although there continues to be a much larger percentage of high school graduates among those who have trained under the current GI bill than under earlier GI bills, the percentage of post-Korean GI bill trainees who were high school graduates before entering training has dropped. As of April 1973, 89.9 percent of all current GI bill trainees had graduated from high school, but as of April 1975 this had dropped to 87.3 percent. The recent surge in participation by the educationally disadvantaged accounts for this change.

Table 16

GROWTH IN NUMBER OF PERSONS EVER TRAINED BY PRIOR EDUCATIONAL ATTAINMENT

Educational Attainment at Time of Application	Through April 1973	Through April 1975	Percentage Growth April '73 - April '75
Less than high school	402,660	717,392	78.2%
High school only	2,691,850	3,795,696	41.0
One or more years college	876,707	1,144,177	30.5

VI. DEPENDENTS EDUCATIONAL ASSISTANCE - CHAPTER 35: At the end of April 1975 there were 62,619 persons in training under the Dependents Educational Assistance program. Sons and daughters comprised 82.0 percent of the total while spouses and widows(ers) made up the remaining 18.0 percent. Ninety percent of all chapter 35 trainees in training at the end of April 1975 were enrolled in college. Of the sons and daughters in training, 93.3 percent were in college, and of spouses and widows(ers) in training 77.1 percent were in college. From April 1974 to April 1975, the number in training under chapter 35 increased from 52,590 to 62,619 or 19.1 percent. Sons and daughters in training increased from 44,171 to 51,359 or 16.3 percent while spouses and widows(ers) in training increased from 8,419 to 11,260 or 33.7 percent. States with large numbers of chapter 35 trainees at the end of April 1975 included California with 8,231 trainees, or 13.1 percent of the total; Texas with 5,706 trainees, or 9.1 percent of the total; and Florida with 4,129 trainees, or 6.6 percent of the total (see table 1 and appendix B, tables 15 and 27).

VII. VOCATIONAL REHABILITATION - CHAPTER 31

A. At the end of April 1975 there were 16,222 veterans in training under the vocational rehabilitation and education program. This is a 6.9 percent decrease from the 17,419 who were in training at the end of April 1974. While this still reflects the recent downward trend in enrollment under this program, the percentage decrease is not as much as had been experienced in the previous April to April comparisons (10.9 percent) nor is the decrease nearly as much as in the November 1973 to November 1974 period when the drop was 13.8 percent. Three of every four (75.8 percent) persons in training in this program were training in an institution of higher learning. As of April 30, 1975, 60.1 percent of all trainees were in full-time college training, 15.7 percent in part-time college training, 18.7 percent in other schools, and the remaining 5.5 percent were in on-job or on-farm training (see appendix B, table 28). Appendix table 15 contains a distribution of veterans in vocational rehabilitation training on April 30, 1975 by state of residence at application.

B. In the 4 months following the passage of Public Law 93-508, which made training under chapter 31 available to veterans who were rated for compensation purposes at less than 30 percent disabled, a marked increase in original entries for those with a less than 30 percen disability is observed. Table 17 compares these 4 months with the same 4 month period for the preceding 4 years.

Table 17

NUMBER OF ORIGINAL ENTRIES UNDER CHAPTER 31

FOR VETERANS WITH LESS THAN A 30 PERCENT DISABILITY RATING

	1975	1974	1973	1972	1971
January	39	20	20	11	68
February	86	31	37	57	96
March	152	21	31	42	74
April	178	16	20	31	53

This trend of increase in enrollment for veterans rated less than 30 percent disabled is expected to continue and will accelerate next fall as the expanded number of potentially eligible veterans complete the counseling, prerequisite for training under chapter 31.

RUFUS H. WILSON
Chief Benefits Director

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Appendix A

BENEFITS UNDER CURRENT PROGRAMS

A. The current GI bill (Public Law 89-358) became effective June 1, 1966. It was enacted by the Congress to provide educational or vocational opportunities to veterans whose ambitions may have been impeded by service in the Armed Forces after January 31, 1955. Also, these opportunities were made available to service personnel on active duty who had completed 2 or more years of service (later reduced to 181 days). Persons who complete 18 or more months of active duty in the Armed Forces are eligible for up to 36 months of full-time schooling or on-job training. In addition, Public Law 93-508 provides for "an additional number of months, not exceeding nine, as may be utilized in pursuit of a program of education leading to a standard undergraduate college degree."

B. The Vocational Rehabilitation program (ch. 31) is for veterans who are in need of vocational rehabilitation to overcome a handicap resulting from service-connected or aggravated disability. They may receive up to 48 months of education or training to restore their employability, "unless a longer period is prescribed by the (VA) Administrator." The full cost of their training is paid by the Veterans Administration and, in addition, they receive a subsistence allowance while in training and for 2 months after rehabilitation. These disabled veterans are provided counseling assistance in selecting a suitable objective and planning a program of rehabilitation training. While in training they are provided continuing help by vocational rehabilitation specialists. Necessary employment assistance is provided following completion of training.

C. The third educational program serves survivors or dependents of those veterans who died from service-connected causes or whose service-connected disability is rated permanent and total. Spouses and children of service personnel who are missing in action or interned by a hostile foreign government for more than 90 days, are also eligible under this program. Up to 36 months of full-time training is provided in approved schools and on-job training programs.

CHAPTER 34

CHRONOLOGY OF EDUCATIONAL ASSISTANCE RATES

Law and Type of Course	Single Veteran	Vet. and 1 Depend.	Vet. and 2 Depend.	Additional Dependents
Public Law 89-358, June 1, 1966				
Full-Time Institutional	$ 100	$ 125	$ 150	--
Public Law 90-77, October 1967				
Full-Time Institutional	130	155	175	$ 10
Full-Time Cooperative Farm	105	125	145	7
Full-Time On Job	80	90	100	--
Public Law 91-219, February 1, 1970				
Full-Time Institutional	175	205	230	13
Full-Time Cooperative Farm	141	165	190	10
Full-Time On Job	108	120	133	--
Public Law 92-540, October 1, 1972				
Full-Time Institutional	220	261	298	18
Full-Time Cooperative Farm	177	208	236	14
Full-Time On Job	160	179	196	8
Public Law 93-508, December 3, 1974 Retroactive to September 1, 1974				
Full-Time Institutional	270	321	366	22
Full-Time Cooperative Farm	217	255	260	17
Full-Time On Job	189	212	232	9
Public Law 93-602, January 1, 1975				
Full-Time On Job	196	220	240	10

Flight Training - 90 percent of established charges. One month eligibility for each $130 to January 31, 1970; 1 month eligibility for each $175 from February 1, 1970; 1 month eligibility for each $220 from September 1, 1972; 1 month eligibility for each $260 from September 1, 1974; 1 month eligibility for each $270 from January 1, 1975.

Correspondence Training - 100 percent of established charges for contracts made prior to January 1, 1973; 90 percent for contracts made on or after January 1, 1973. For contracts made before January 1, 1973; 1 month eligibility for each $100 to September 30, 1967; 1 month for each $130 to January 31, 1970; 1 month for each $175 from February 1, 1970. For contracts made on or after January 1, 1973; 1 month eligibility for each $220 to August 31, 1974; 1 month for each $260 from September 1, 1974; 1 month for each $270 from January 1, 1975.

Three-quarter and half-time training rates proportional to full time. Tuition and fees paid on less than half-time training; 1 month eligibility for each $100 to September 30, 1967; 1 month for each $130 to January 31, 1970; 1 month for each $175 to August 31, 1972; 1 month for each $220 to August 31, 1974; 1 month for each $260 to December 31, 1974; 1 month for each $270 from January 1, 1975.

On-Job Training - Rates reduced after each 6 month period of training, through the 18th month; no further reductions.

Service Personnel - Same as veterans for correspondence or flight training; cost of tuition and fees for other types of training not to exceed amounts payable to veterans for comparable training.

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CHAPTER 34

Appendix B, Table 1

Detailed In Training Comparisons - April 1975 with April 1974

	April 1975	April 1974 1/	Change	
			Number	Percent
GRAND TOTAL - All Levels	1,792,187	1,536,724	255,463	16.6%
College Level - Total	1,195,512	935,178	260,334	27.8
Graduate	124,222	121,247	2,975	2.5
Undergraduate	1,062,953	806,873	256,080	31.7
Non Degree	8,337	7,058	1,279	18.1
Other Residence Schools - Total	201,181	165,921	35,260	21.3
Vocational/Technical	122,090	104,255	17,835	17.1
High School	34,867	21,652	13,215	61.0
Flight Training	24,904	24,685	219	0.9
Cooperative Farm	19,320	15,329	3,991	26.0
Correspondence	280,552	306,829	- 26,277	- 8.6
On-Job Training - Total	114,942	128,796	- 13,854	- 10.8
Apprenticeship	60,475	66,997	- 6,522	- 9.7
Other	54,467	61,799	- 7,332	- 11.9
VETERANS - TOTAL - All Levels	1,697,979	1,448,393	249,586	17.2
College Level - Total	1,174,084	918,324	255,760	27.9
Graduate	112,404	111,506	898	0.8
Undergraduate	1,054,180	800,495	253,685	31.7
Non Degree	7,500	6,323	1,177	18.6
Other Residence Schools - Total	194,297	158,949	35,348	22.2
Vocational/Technical	121,160	103,487	17,673	17.1
High School	32,154	18,607	13,547	72.8
Flight Training	21,663	21,526	137	0.6
Cooperative Farm	19,320	15,329	3,991	26.0
Correspondence	214,656	242,324	- 27,668	- 11.4
On-Job Training - Total	114,942	128,796	- 13,854	- 10.8
Apprenticeship	60,475	66,997	- 6,522	- 9.7
Other	54,467	61,799	- 7,332	- 11.9
VIETNAM ERA VETERANS - TOTAL - All Levels	1,373,384	1,160,285	213,099	18.4
College Level - Total	958,515	757,439	201,076	26.5
Graduate	92,482	89,809	2,673	3.0
Undergraduate	859,707	662,408	197,299	29.8
Non Degree	6,326	5,222	1,104	21.1
Other Residence Schools - Total	147,386	117,766	29,620	25.2
Vocational/Technical	99,970	83,940	16,030	19.1
High School	23,444	13,990	9,454	67.6
Flight Training	11,750	11,188	562	5.0
Cooperative Farm	12,222	8,648	3,574	41.3
Correspondence	161,484	166,818	- 5,334	- 3.2
On-Job Training	105,999	118,262	- 12,263	- 10.4
Apprenticeship	56,175	62,006	- 5,831	- 9.4
Other	49,824	56,256	- 6,432	- 11.4
SERVICE PERSONNEL - TOTAL - All Levels	94,208	88,331	5,877	6.7
College Level - Total	21,428	16,854	4,574	27.1
Graduate	11,818	9,741	2,077	21.3
Undergraduate	8,773	6,378	2,395	37.6
Non Degree	837	735	102	13.9
Other Residence Schools - Total	6,884	6,972	- 88	- 1.3
Vocational/Technical	930	768	162	21.1
High School	2,713	3,045	- 332	- 10.9
Flight Training	3,241	3,159	82	2.6
Correspondence	65,896	64,505	1,391	2.2

1/ These data have been revised to separate correspondence training at all levels and to establish an unduplicated count of training by correspondence.

SERVICE PERSONNEL IN TRAINING AND CUMULATIVE EVER TRAINED - APRIL 1975

By Branch of Service and Sex of Trainee

	Current Trainees					Ever Trained [2]				
	Total	Percent	College [1]	Other Schools [1]	Corres. [1]	Total	Percent	College [1]	Other Schools [1]	Corres. [1]
GRAND TOTAL	94,208	100.0%	21,652	72,556	65,896	586,229	100.0%	163,204	423,025	236,885
Male	92,897	98.6	21,041	71,856	65,284	579,333	98.8	159,649	419,684	235,093
Female	1,311	1.4	611	700	612	6,896	1.2	3,555	3,341	1,792
Army	28,902	30.7	7,114	21,788	19,688	224,895	38.4	59,115	165,780	70,793
Male	28,467		6,921	21,546	19,472	222,759		58,042	164,717	70,216
Female	435		193	242	216	2,136		1,073	1,063	577
Navy	22,247	23.6	2,668	19,579	18,472	118,327	20.2	32,123	86,204	64,579
Male	21,981		2,558	19,423	18,336	117,011		31,480	85,531	64,158
Female	266		110	156	136	1,316		643	673	421
Marines	5,039	5.3	1,002	4,037	3,440	54,095	9.2	10,451	43,644	14,092
Male	4,989		978	4,011	3,415	53,784		10,313	43,471	13,987
Female	50		24	26	25	311		138	173	105
Coast Guard	1,443	1.5	198	1,245	1,176	5,736	0.1	1,245	4,491	3,807
Male	1,442		198	1,244	1,175	5,735		1,245	4,490	3,806
Female	1		0	1	1	1		0	1	1
Air Force	36,298	38.5	10,584	25,714	23,029	181,912	31.0	59,724	122,188	83,171
Male	35,753		10,304	25,449	22,801	179,166		58,199	120,967	82,604
Female	545		280	265	228	2,746		1,525	1,221	567
All Others	279	0.3	86	193	91	1,264	0.2	546	718	443
Male	265		82	183	85	878		370	508	322
Female	14		4	10	6	386		176	210	121

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[1] The basic data for this table does not allow for detailing correspondence training by college and other schools; therefore, the "College" and "Other Schools" columns include correspondence training and the "Correspondence" column is an overcount.

[2] The number "Ever Trained" is understated to the extent that former service personnel trainees have reentered or continued training after becoming veterans, thus losing their service personnel identity. (This understatement was estimated to be approximately 136,000 as of June 1974.)

CHAPTER 34

ALL PERSONS IN TRAINING

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	1,792,187	974,423	537,212	280,552	1,697,979	965,162	518,161	214,656	324,595	147,282	124,141	53,172
College - Total	1,197,133	732,736	462,776	1,621	1,175,481	724,966	449,118	1,397	215,839	112,828	102,741	270
Graduate	124,339	69,288	54,934	117	112,515	65,571	46,833	111	19,955	8,253	11,669	33
Undergraduate	1,063,643	658,034	404,919	690	1,054,779	654,109	400,071	599	194,586	103,883	90,590	113
Non-Degree	9,151	5,414	2,923	814	8,187	5,286	2,214	687	1,298	692	482	124
Other Schools - Total	480,112	126,745	74,436	278,931	407,556	125,254	69,043	213,259	99,813	25,511	21,400	52,902
Vocational or Tech. Post High School	67,422	23,245	10,058	34,119	58,583	23,207	9,955	25,421	11,603	3,526	2,108	5,969
Other Vocational or Technical	332,157	61,846	26,941	243,370	274,555	61,485	26,513	186,557	62,192	9,232	6,324	46,636
High School	36,309	22,844	12,023	1,442	33,435	21,752	10,402	1,281	9,007	5,844	2,866	297
Flight Training	24,904	--	24,904	--	21,663	--	21,663	--	9,913	--	9,913	--
Cooperative Farm	19,320	18,810	510	--	19,320	18,810	510	--	7,098	6,909	189	--
On-Job Training - Total	114,942	114,942	--	--	114,942	114,942	--	--	8,943	8,943	--	--
Apprentice	60,475	60,475	--	--	60,475	60,475	--	--	4,300	4,300	--	--
Other	54,467	54,467	--	--	54,467	54,467	--	--	4,643	4,643	--	--

Appendix B, Table 3

April 1975

CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS IN TRAINING [1/]

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	54.4%	30.0%	15.7%	100.0%	56.8%	30.5%	12.6%	100.0%	45.4%	38.2%	16.4%
College - Total	66.8	40.9	25.8	0.1	69.2	42.7	26.5	0.1	66.5	34.8	31.7	0.1
Graduate	6.9	3.9	3.1	0.0	6.6	3.9	2.8	0.0	6.2	2.5	3.6	0.0
Undergraduate	59.4	36.7	22.6	0.0	62.1	38.5	23.6	0.0	60.0	32.0	27.9	0.0
Non-Degree	0.5	0.3	0.2	0.1	0.5	0.3	0.1	0.0	0.4	0.2	0.2	0.0
Other Schools - Total	26.8	7.1	4.2	15.6	24.0	7.4	4.1	12.6	30.8	7.9	6.6	16.3
Vocational or Tech. Post High School	3.8	1.3	0.6	1.9	3.5	1.4	0.6	1.5	3.6	1.1	0.6	1.8
Other Vocational or Technical	18.5	3.5	1.5	13.6	16.2	3.6	1.6	11.0	19.2	2.8	1.9	14.4
High School	2.0	1.3	0.7	0.1	2.0	1.3	0.6	0.1	2.8	1.8	0.9	0.1
Flight Training	1.4	-	1.4	-	1.3	-	1.3	-	3.1	-	3.1	-
Coop. Farm	1.1	1.1	0.0	-	1.1	1.1	0.0	-	2.2	2.1	0.1	-
On-Job Training - Total	6.4	6.4	-	-	6.8	6.8	-	-	2.8	2.8	-	-
Apprentice	3.4	3.4	-	-	3.6	3.6	-	-	1.3	1.3	-	-
Other	3.0	3.0	-	-	3.2	3.2	-	-	1.4	1.4	-	-

[1/] Percentages may not add due to rounding.

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CHAPTER 34

VIETNAM ERA VETERANS AND SERVICE PERSONNEL IN TRAINING

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	VIETNAM ERA VETERANS & SERVICE PERSONNEL				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	1,467,592	827,141	413,071	227,380	1,373,384	817,880	394,020	161,484	94,208	9,261	19,051	65,896
College - Total	981,294	619,908	360,035	1,351	959,642	612,138	346,377	1,127	21,652	7,770	13,658	224
Graduate	104,384	61,035	43,265	84	92,560	57,318	35,164	78	11,824	3,717	8,101	6
Undergraduate	869,057	554,151	314,329	577	860,193	550,226	309,481	486	8,864	3,925	4,848	91
Non-Degree	7,853	4,722	2,441	690	6,889	4,594	1, 32	563	964	128	709	127
Other Schools - Total	380,299	101,234	53,036	226,029	307,743	99,743	47,643	160,357	72,556	1,491	5,393	65,672
Vocational or Tech. Post high School	55,819	19,719	7,950	28,150	46,980	19,681	7,847	19,452	8,839	38	103	8,698
Other Vocational or Technical	269,965	52,614	20,617	196,734	212,363	52,253	20,189	139,921	57,602	361	428	56,813
High School	27,302	17,000	9,157	1,145	24,428	15,908	7,536	984	2,874	1,092	1,621	161
Flight Training	14,991	--	14,991	--	11,750	--	11,750	--	3,241	--	3,241	--
Cooperative Farm	12,222	11,901	321	--	12,222	11,901	321	--	--	--	--	--
On-Job Training - Total	105,999	105,999	--	--	105,999	105,999	--	--	--	--	--	--
Apprentice	56,175	56,175	--	--	56,175	56,175	--	--	--	--	--	--
Other	49,824	49,824	--	--	49,824	49,824	--	--	--	--	--	--

CHAPTER 34

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICE PERSONNEL IN TRAINING [1/]

Level of Training Showing Full Time and Part Time - April 1975

LEVEL OF TRAINING	VIETNAM VETS. & SERVICE PER.				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	56.3%	28.1%	15.5%	100.0%	59.6%	28.7%	11.8%	100.0%	9.8%	20.2%	69.9%
College - Total	66.9	42.2	24.5	0.1	69.9	44.6	25.2	0.1	23.0	8.2	14.5	0.2
Graduate	7.1	4.2	2.9	0.0	6.7	4.2	2.6	0.0	12.6	3.9	8.6	0.0
Undergraduate	59.2	37.8	21.4	0.0	62.6	40.1	22.5	0.0	9.4	4.2	5.1	0.1
Non-Degree	0.5	0.3	0.2	0.0	0.5	0.3	0.1	0.0	1.0	0.1	0.8	0.1
Other Schools - Total	25.9	6.9	3.6	15.4	22.4	7.3	3.5	11.7	77.0	1.6	5.7	69.7
Vocational or Tech. Post High School	3.8	1.3	0.5	1.9	3.4	1.4	0.6	1.4	9.4	0.0	0.1	9.2
Other Vocational or Technical	18.4	3.6	1.4	13.4	15.5	3.8	1.5	10.2	61.1	0.4	0.5	60.3
High School	1.9	1.2	0.6	0.1	1.8	1.2	0.5	0.1	3.1	1.2	1.7	0.2
Flight Training	1.0	-	1.0	-	0.9	-	0.9	-	3.4	-	3.4	-
Cooperative Farm	0.8	0.8	0.0	-	0.9	0.9	0.0	-	-	-	-	-
On-Job Training - Total	7.2	7.2	-	-	7.7	7.7	-	-	-	-	-	-
Apprentice	3.8	3.8	-	-	4.1	4.1	-	-	-	-	-	-
Other	3.4	3.4	-	-	3.6	3.6	-	-	-	-	-	-

[1/] Percentages may not add due to rounding.

CHAPTER 34

ALL PERSONS EVER TRAINED

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	5,657,265	2,772,643	1,755,065	1,129,557	5,071,036	2,649,837	1,528,527	892,672	1,255,051	471,961	467,894	315,196
College - Total	3,009,174	1,735,178	1,264,726	9,270	2,845,970	1,680,606	1,156,949	8,415	634,399	300,172	331,437	2,790
Graduate	493,103	283,875	208,311	917	433,605	265,309	167,455	841	137,594	71,714	65,619	261
Undergraduate	2,434,742	1,422,198	1,009,268	3,276	2,363,042	1,393,244	966,035	2,963	483,839	224,549	258,261	1,029
Non-Degree	81,329	29,105	47,147	5,077	49,323	22,053	[illegible]	4,611	12,966	3,909	7,557	1,500
Other Schools - Total	2,190,928	580,302	490,339	1,120,287	1,767,903	512,068	371,578	884,257	560,090	111,227	136,457	312,406
Vocational or Tech. Post High School	374,024	126,887	79,263	167,874	322,575	125,344	76,091	121,140	93,203	24,846	24,361	43,996
Other Vocational or Technical	1,411,739	314,776	161,076	935,887	1,213,509	310,614	155,040	747,855	376,755	63,252	50,531	262,972
High School	251,265	107,236	127,503	16,526	95,755	44,707	35,786	15,262	24,157	9,526	9,193	5,438
Flight Training	121,737	--	121,737	--	103,901	--	103,901	--	52,052	--	52,052	--
Cooperative Farm	32,163	31,403	760	--	32,163	31,403	760	--	13,923	13,603	320	--
On-Job Training - Total	457,163	457,163	--	--	457,163	457,163	--	--	60,562	60,562	--	--
Apprentice	233,679	233,679	--	--	233,679	233,679	--	--	35,951	35,951	--	--
Other	223,484	223,484	--	--	223,484	223,484	--	--	24,611	24,611	--	--

CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS EVER TRAINED [1]

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	TOTAL ALL TRAINEES				ALL VETERANS				PEACETIME POST-KOREAN VETERANS			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	100.0%	49.0%	31.0%	20.0%	100.0%	52.3%	30.1%	17.6%	100.0%	37.6%	37.3%	25.1%
College - Total	53.2	30.7	22.4	0.2	56.1	33.1	22.8	0.2	50.6	23.9	26.4	0.2
Graduate	8.7	5.0	3.7	0.0	8.6	5.2	3.3	0.0	11.0	5.7	5.2	0.0
Undergraduate	43.0	25.1	17.8	0.1	46.6	27.5	19.1	0.1	38.6	17.9	20.6	0.1
Non-Degree	1.4	0.5	0.8	0.1	1.0	0.4	0.5	0.1	1.0	0.3	0.6	0.1
Other Schools - Total	38.7	10.3	8.7	19.8	34.9	10.1	7.3	17.4	44.6	8.9	10.9	24.9
Vocational or Tech. Post High School	6.6	2.2	1.4	3.0	6.4	2.5	1.5	2.4	7.4	2.0	1.9	3.5
Other Vocational or Technical	25.0	5.6	2.9	16.5	23.9	6.1	3.1	14.8	30.0	5.0	4.0	21.0
High School	4.4	1.9	2.3	0.3	1.9	0.9	0.7	0.3	1.9	0.8	0.7	0.4
Flight Training	2.2	-	2.2	-	2.1	-	2.1	-	4.2	-	4.2	-
Cooperative Farm	0.6	0.6	0.0	-	0.6	0.6	0.0	-	1.1	1.1	0.0	-
On-Job Training - Total	8.1	8.1	-	-	9.0	9.0	-	-	4.8	4.8	-	-
Apprentice	4.1	4.1	-	-	4.6	4.6	-	-	2.9	2.9	-	-
Other	4.0	4.0	-	-	4.4	4.4	-	-	2.0	2.0	-	-

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[1] Percentages may not add due to rounding.

CHAPTER 34

VIETNAM ERA VETERANS AND SERVICE PERSONNEL EVER TRAINED

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	VIETNAM ERA VETERANS & SERVICE PERSONNEL				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence	Total	Full Time	Part Time	Correspondence
TOTAL - All Levels	4,402,214	2,300,682	1,287,171	814,361	3,815,985	2,177,876	1,060,633	577,476	586,229	122,806	226,538	236,885
College - Total	2,374,775	1,435,006	933,289	6,480	2,211,571	1,380,434	825,512	5,625	163,204	54,572	107,777	855
Graduate	355,509	212,161	142,692	656	296,011	193,595	101,836	580	59,498	18,566	40,856	76
Undergraduate	1,950,903	1,197,649	751,007	2,247	1,879,203	1,168,695	708,574	1,934	71,700	28,954	42,433	313
Non-Degree	68,363	25,196	39,590	3,577	36,357	18,144	[illegible] 102	3,111	32,006	7,052	24,488	466
Other Schools - Total	1,630,838	469,075	353,882	807,881	1,207,813	400,841	235,121	571,851	423,025	68,234	118,761	236,030
Vocational or Tech. Post High School	280,821	102,041	54,902	123,878	229,372	100,498	51,730	77,144	51,449	1,543	3,172	46,734
Other Vocational or Technical	1,034,984	251,524	110,545	672,915	836,754	247,362	104,509	484,883	198,230	4,162	6,036	188,032
High School	227,108	97,710	118,310	11,088	71,598	35,181	26,593	9,824	155,510	62,529	91,717	1,264
Flight Training	69,685	--	69,685	--	51,849	--	51,849	--	17,836	--	17,836	--
Cooperative Farm	18,240	17,800	440	--	18,240	17,800	440	--	--	--	--	--
On-Job Training - Total	396,601	396,601	--	--	396,601	396,601	--	--	--	--	--	--
Apprentice	197,728	197,728	--	--	197,728	197,728	--	--	--	--	--	--
Other	198,873	198,873	--	--	198,873	198,873	--	--	--	--	--	--

CHAPTER 34

PERCENTAGE DISTRIBUTION OF VIETNAM ERA VETERANS AND SERVICE PERSONNEL EVER TRAINED 1/

Level of Training Showing Full Time and Part Time - Cumulative Through April 1975

LEVEL OF TRAINING	VIETNAM VETS. & SERVICE PERS.				VIETNAM ERA VETERANS				SERVICE PERSONNEL			
	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence	Total	Full Time	Part Time	Corres-pondence
TOTAL - All Levels	100.0%	52.3%	29.2%	18.5%	100.0%	57.1%	27.8%	15.1%	100.0%	21.0%	38.6%	40.4%
College - Total	54.0	32.6	21.2	0.2	58.0	36.2	21.6	0.2	27.8	9.3	18.4	0.2
Graduate	8.1	4.8	3.2	0.0	7.8	5.1	2.7	0.0	10.2	3.2	7.0	0.0
Undergraduate	44.3	27.2	17.1	0.1	49.3	30.6	18.6	0.1	12.2	4.9	7.2	0.1
Non-Degree	1.6	0.6	0.9	0.1	1.0	0.5	0.4	0.1	5.5	1.2	4.2	0.1
Other Schools - Total	37.1	10.7	8.0	18.4	31.7	10.5	6.2	15.0	72.2	11.6	20.3	40.3
Vocational or Tech. Post High School	6.4	2.3	1.3	2.8	6.0	2.6	1.4	2.0	8.8	0.3	0.5	8.0
Other Vocational or Technical	23.5	5.7	2.5	15.3	21.9	6.5	2.7	12.7	33.8	0.7	1.0	32.1
High School	5.2	2.2	2.7	0.3	1.8	0.9	0.7	0.3	26.5	10.7	15.7	0.2
Flight Training	1.6	-	1.6	-	1.4	-	1.4	-	3.0	-	3.0	-
Cooperative Farm	0.4	0.4	0.0	-	0.5	0.5	0.0	-	-	-	-	-
On-Job Training - Total	9.0	9.0	-	-	10.4	10.4	-	-	-	-	-	-
Apprentice	4.5	4.5	-	-	5.2	5.2	-	-	-	-	-	-
Other	4.5	4.5	-	-	5.2	5.2	-	-	-	-	-	-

1/ Percentages may not add due to rounding.

CHAPTER 34

PERCENT OF TRAINEES IN TRAINING FULL TIME BY LEVEL OF TRAINING - APRIL 1975

Level of Training	Total	All Post-Korean Veterans	Vietnam Era Veterans	Peacetime Post-Korean Veterans	Service Personnel
TOTAL - All Levels	54.4%	56.8%	59.6%	45.4%	9.8%
College - Total	61.2	61.7	63.8	52.3	35.9
Graduate	55.7	58.3	61.9	41.4	31.4
Undergraduate	61.9	62.0	64.0	53.4	44.3
Non-Degree	59.2	64.6	66.7	53.3	13.3
Other Schools - Total	26.4	30.7	32.4	25.6	2.1
Vocational or Technical Post-High School	34.5	39.6	41.9	30.4	0.4
Other Vocational or Technical	18.6	22.4	24.6	14.8	0.6
High School	62.9	65.1	65.1	64.9	38.0
Flight Training	0.0	0.0	0.0	0.0	0.0
Cooperative Farm	97.4	97.4	97.4	97.3	--
On-Job Training - Total	100.0	100.0	100.0	100.0	--
Apprentice	100.0	100.0	100.0	100.0	--
Other	100.0	100.0	100.0	100.0	--

CHAPTER 34

PERCENT OF TRAINEES IN PUBLIC INSTITUTIONS BY TYPE OF FACILITY

AS OF APRIL 1975 AND 1974

Type of Facility	In Training April 1975	 April 1974	Cumulative Ever Trained Through April 1975
Institutions of Higher Learning	82.9%	81.5%	79.0%
University	70.3	70.7	67.0
Hospital	34.9	34.5	34.2
Teachers	99.3	99.1	98.9
Junior College	92.2	92.6	92.7
Correspondence [1/]	0.2	0.3	0.3
Other Residence Schools	57.0	51.2	39.9
Technical	21.1	20.1	18.8
Business	0.2	0.2	0.1
Secondary/Elementary	97.9	98.4	88.3
Vocational/Trade	53.6	49.6	33.7
Individual Instruction	*	*	*
On-Job Training	10.1	9.6	10.7
TOTAL	62.9	56.4	51.4

[1/] Correspondence includes both IHL and Other School training. However, IHL is less than 1 percent of the total. April 1974 data has been revised in this bulletin so that all correspondence is included in the correspondence category.

* Not applicable.

CHAPTER 34

INDIVIDUALS IN TRAINING IN JUNIOR COLLEGES

Comparison of April 1975 with April 1974 and April 1973

	April 1975	April 1974	Percent Increase '74 to '75	April 1973	Percent Increase '73 to '74
Veterans	635,587	422,304	50.5%	342,307	23.4%
Vietnam era	501,158	336,167	49.1	273,677	22.8
Peacetime post-Korean	134,429	86,137	56.1	68,630	25.5
Service personnel	2,230	1,586	40.6	715	121.8
TOTAL	637,817	423,890	50.5	343,022	23.6

CHAPTER 34
VIETNAM ERA VETERANS IN TRAINING BY STATE
During April 1975 and April 1974 by Residence at Time of Application

	April 1/ 1975	April 2/ 1974	Change Actual	Change Percent
GRAND TOTAL	1,373,384	1,160,285	213,099	18.4%
U.S. - State Total	1,364,834	1,151,596	213,238	18.5
Alabama	29,425	21,877	7,548	34.5
Alaska	1,879	1,838	41	2.2
Arizona	23,188	17,836	5,352	30.0
Arkansas	12,080	10,375	1,705	16.4
California	231,246	188,500	42,746	22.7
Colorado	24,123	18,832	5,291	28.1
Connecticut	15,440	13,897	1,543	11.1
Delaware	4,303	3,223	1,080	33.5
District of Columbia 3/	10,718	7,304	3,414	46.7
Florida	51,761	38,973	12,788	32.8
Georgia	36,789	28,850	7,939	27.5
Hawaii	7,390	6,290	1,100	17.5
Idaho	4,949	4,684	265	5.7
Illinois	58,100	51,532	6,568	12.7
Indiana	24,059	22,034	2,025	9.2
Iowa	14,033	13,780	253	1.8
Kansas	13,176	12,243	933	7.6
Kentucky	17,874	14,841	3,033	20.4
Louisiana	20,768	18,698	2,070	11.1
Maine	7,193	5,552	1,641	29.6
Maryland	25,070	22,453	2,617	11.7
Massachusetts	29,725	25,539	4,186	16.4
Michigan	48,414	38,556	9,858	25.6
Minnesota	24,627	23,665	962	4.1
Mississippi	10,871	8,569	2,302	26.9
Missouri	31,487	26,516	4,971	18.7
Montana	4,417	4,075	342	8.4
Nebraska	9,371	8,787	584	6.6
Nevada	4,397	3,402	995	29.2
New Hampshire	4,740	3,601	1,139	31.6
New Jersey	29,923	26,645	3,278	12.3
New Mexico	8,166	7,706	460	6.0
New York	84,067	74,332	9,735	13.1
North Carolina	43,826	33,327	10,499	31.5
North Dakota	4,644	4,187	457	10.9
Ohio	48,511	44,386	4,125	9.3
Oklahoma	20,895	17,798	3,097	17.4
Oregon	16,709	14,861	1,848	12.4
Pennsylvania	49,458	47,536	1,922	4.0
Rhode Island	8,346	6,071	2,275	37.5
South Carolina	25,573	17,962	7,611	42.4
South Dakota	4,099	3,703	396	10.7
Tennessee	28,940	22,428	6,512	29.0
Texas	81,812	69,292	12,520	18.1
Utah	8,846	7,771	1,075	13.8
Vermont	1,873	1,749	124	7.1
Virginia	32,257	26,202	6,055	23.1
Washington	29,074	26,321	2,753	10.5
West Virginia	8,805	8,209	596	7.3
Wisconsin	25,194	22,733	2,461	10.8
Wyoming	2,203	2,055	148	7.2
Puerto Rico	6,375	6,975	- 600	- 8.6
All Other	2,175	1,714	461	26.9

1/ Excludes 94,208 service personnel in training.
2/ Excludes 88,331 service personnel in training.
3/ See text paragraph IV. J. 1. a.

TOTAL IN TRAINING

All Programs by State of Residence at Application - April 1975

	CHAPTER 34			CHAPTER 35			CHAPTER 31
	Total	Veterans	Service Personnel	Total	Sons and Daughters	Spouses and Widows(ers)	Disabled Veterans
GRAND TOTAL	1,792,187	1,697,979	94,208	62,619	51,359	11,260	16,222
U.S. - State Total	1,780,439	1,686,693	93,746	61,418	50,468	10,950	15,971
Alabama	39,081	37,547	1,534	1,587	1,229	358	516
Alaska	2,812	2,241	571	40	30	10	9
Arizona	30,795	29,059	1,736	1,394	1,060	334	263
Arkansas	15,804	15,190	614	825	687	138	235
California	308,565	293,096	15,469	8,231	6,230	2,001	1,205
Colorado	31,650	28,879	2,771	1,147	922	225	458
Connecticut	19,838	19,015	823	524	472	52	193
Delaware	5,916	5,485	431	149	118	31	57
District of Columbia 1/	16,232	13,384	2,848	1,413	1,121	292	458
Florida	66,721	63,104	3,617	4,129	3,203	926	585
Georgia	45,539	43,766	1,773	2,138	1,664	474	285
Hawaii	10,727	8,796	1,931	376	308	68	103
Idaho	6,566	5,926	640	272	232	40	87
Illinois	72,883	71,221	1,662	1,021	870	151	486
Indiana	30,118	29,459	659	560	473	87	344
Iowa	17,577	17,468	109	466	422	44	150
Kansas	17,195	15,339	1,856	688	585	103	158
Kentucky	22,961	21,853	1,108	797	693	104	176
Louisiana	25,944	25,145	799	1,045	852	193	116
Maine	9,885	9,282	603	405	338	67	101
Maryland	33,289	30,714	2,575	1,120	956	164	185
Massachusetts	40,893	39,977	916	1,814	1,664	150	410
Michigan	61,896	60,539	1,357	1,274	1,085	189	599
Minnesota	30,405	30,192	213	880	812	68	329
Mississippi	14,303	12,990	1,313	886	748	138	132
Missouri	42,875	38,759	4,116	1,038	890	148	341
Montana	5,989	5,099	890	210	182	28	51
Nebraska	12,540	11,314	1,226	434	400	34	126
Nevada	6,199	5,713	486	152	120	32	58
New Hampshire	6,705	6,249	456	241	208	33	89
New Jersey	39,203	37,661	1,542	1,193	1,046	147	557
New Mexico	10,874	9,622	1,252	684	572	112	131

	CHAPTER 34			CHAPTER 35			CHAPTER 31
	Total	Veterans	Service Personnel	Total	Sons and Daughters	Spouses and Widows(ers)	Disabled Veterans
New York	111,517	105,421	6,096	3,060	2,747	313	826
North Carolina	56,777	54,086	2,691	1,813	1,452	361	271
North Dakota	6,844	5,580	1,264	118	105	13	67
Ohio	59,528	58,395	1,133	1,404	1,207	197	1,038
Oklahoma	26,571	25,055	1,516	1,411	1,138	273	367
Oregon	20,455	20,291	164	665	527	138	344
Pennsylvania	60,600	59,947	653	1,800	1,629	171	498
Rhode Island	12,660	12,276	384	388	347	41	139
South Carolina	33,734	31,200	2,534	947	728	219	142
South Dakota	6,171	5,394	777	183	163	20	91
Tennessee	36,610	35,723	887	1,022	829	193	147
Texas	106,789	99,927	6,862	5,706	4,540	1,166	1,720
Utah	11,367	11,012	355	356	306	50	126
Vermont	2,225	2,202	23	113	104	9	73
Virginia	43,155	37,201	5,954	2,106	1,776	330	164
Washington	38,589	34,629	3,960	1,838	1,477	361	539
West Virginia	10,740	10,665	75	384	317	67	89
Wisconsin	31,200	31,045	155	882	806	76	312
Wyoming	2,927	2,560	367	89	78	11	23
Puerto Rico	8,874	8,809	65	751	613	138	251
All Other	11,748	11,286	462	1,201	891	310	251

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[1] See text paragraph IV. J. 1. a.

CHAPTER 34

RESIDENCE AT TIME OF APPLICATION

Total In Training by Level of Training - April 1975

	Total	College	Other Residence Schools	On-Job Training	Farm	Corres-pondence
GRAND TOTAL	1,792,187	1,195,512	181,861	114,942	19,320	280,552
U.S. - State Total	1,780,439	1,187,201	179,050	114,788	19,318	280,082
Alabama	39,081	24,386	9,222	2,807	16	2,650
Alaska	2,812	1,565	438	193	3	613
Arizona	30,795	24,439	1,256	1,339	28	3,733
Arkansas	15,804	6,821	2,159	1,368	3,991	1,465
California	308,565	253,386	18,621	8,992	146	27,420
Colorado	31,650	22,242	2,330	1,524	30	5,524
Connecticut	19,838	12,688	1,315	2,244	4	3,587
Delaware	5,916	4,109	276	281	3	1,247
District of Columbia 1/	16,232	9,438	3,731	327	3	2,733
Florida	66,721	42,308	9,195	4,696	708	9,814
Georgia	45,539	22,899	14,708	3,506	25	4,401
Hawaii	10,727	7,082	802	922	4	1,917
Idaho	6,566	3,948	308	499	12	1,799
Illinois	72,883	51,020	5,169	4,344	133	12,217
Indiana	30,118	14,996	3,092	2,911	1,443	7,676
Iowa	17,577	8,293	1,199	1,069	2,416	4,600
Kansas	17,195	10,966	2,109	1,080	86	2,954
Kentucky	22,961	14,203	2,693	1,486	21	4,558
Louisiana	25,944	14,628	4,689	2,696	37	3,894
Maine	9,885	5,074	2,088	1,380	3	1,340
Maryland	33,289	23,409	2,481	1,945	12	5,442
Massachusetts	40,893	32,929	1,878	1,948	5	4,133
Michigan	61,896	37,585	6,390	3,365	21	14,535
Minnesota	30,405	15,486	4,827	2,802	2,156	5,134
Mississippi	14,303	7,703	2,529	1,365	73	2,633
Missouri	42,875	26,137	3,424	2,613	1,196	9,505
Montana	5,989	3,095	672	743	30	1,449
Nebraska	12,540	7,094	846	1,275	1,431	1,894

	Total	College	Other Residence Schools	On-Job Training	Farm	Correspondence
Nevada	6,199	4,384	493	265	6	1,051
New Hampshire	6,705	4,409	364	666	3	1,263
New Jersey	39,203	26,320	2,368	2,755	13	7,747
New Mexico	10,874	6,661	1,342	550	4	2,317
New York	111,517	75,676	7,136	8,719	43	19,943
North Carolina	56,777	34,757	9,301	5,843	1,246	5,630
North Dakota	6,844	2,880	713	831	805	1,615
Ohio	59,528	37,108	4,752	4,765	22	12,881
Oklahoma	26,571	18,840	2,376	1,171	1,064	3,120
Oregon	20,455	15,099	1,211	2,262	8	1,875
Pennsylvania	60,600	32,013	5,130	5,915	7	17,535
Rhode Island	12,660	10,355	563	717	3	1,022
South Carolina	33,734	18,392	8,900	2,269	48	4,125
South Dakota	6,171	3,175	462	476	782	1,276
Tennessee	36,610	21,886	6,156	2,514	333	5,721
Texas	106,789	79,613	7,985	4,379	71	14,741
Utah	11,367	8,208	370	619	5	2,165
Vermont	2,225	1,169	126	429	0	499
Virginia	43,155	27,038	3,198	3,329	86	9,504
Washington	38,589	25,715	3,819	2,141	20	6,694
West Virginia	10,740	6,007	1,134	1,537	2	2,060
Wisconsin	31,200	17,743	2,550	2,625	681	7,601
Wyoming	2,927	1,824	152	291	30	630
Puerto Rico	8,874	6,183	2,470	62	2	157
All Other	2,874	2,128	341	92	0	313

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[1] See text paragraph IV. J. 1. a.

CHAPTER 34
CUMULATIVE TRAINEES BY STATE
Based on Residence at Time of Application

	Ever Trained Through April 1975	Ever Trained Through April 1974 1/	New Entries from April 1974 to April 1975	
			Number	Percent of Cumulative through April 1975
GRAND TOTAL	5,657,265	4,791,115	866,150	15.3%
U.S. - State Total	5,612,447	4,749,702	862,745	15.4
Alabama	99,808	81,527	18,281	18.3
Alaska	11,804	9,848	1,956	16.6
Arizona	79,431	65,771	13,660	17.2
Arkansas	45,698	38,426	7,272	15.9
California	857,219	722,405	134,814	15.7
Colorado	103,621	86,782	16,839	16.3
Connecticut	64,440	57,163	7,277	11.3
Delaware	15,706	12,238	3,468	22.1
District of Columbia	66,184	33,413	32,771	2/
Florida	205,704	171,455	34,249	16.6
Georgia	135,005	111,529	23,476	17.4
Hawaii	41,591	31,123	10,468	25.2
Idaho	21,945	19,099	2,846	13.0
Illinois	235,617	205,548	30,069	12.8
Indiana	107,736	92,894	14,842	13.8
Iowa	61,428	53,980	7,448	12.1
Kansas	62,490	54,283	8,207	13.1
Kentucky	72,813	58,267	14,546	20.0
Louisiana	85,395	73,468	11,927	14.0
Maine	26,249	21,131	5,118	19.5
Maryland	106,568	93,634	12,934	12.1
Massachusetts	125,172	109,247	15,925	12.7
Michigan	210,164	177,963	32,201	15.3
Minnesota	105,482	93,811	11,671	11.1
Mississippi	40,775	33,409	7,366	18.1
Missouri	127,363	102,972	24,391	19.2
Montana	21,916	19,057	2,859	13.0
Nebraska	45,387	40,308	5,079	11.2

THREE GI BILLS

DEPENDENCY STATUS FOR ALL VETERANS EVER TRAINED

Comparison for World War II, Korean Conflict, Post-Korean, Vietnam Era and Peacetime Post-Korean

	World War II (Ended)	Korean Conflict (Ended)	Post-Korean (Cumulative through April 1975)		Vietnam Era (Cumulative through April 1975)		Peacetime Post-Korean (Cumulative through April 1975)	
			All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More
Number of Veteran Trainees Trained Under GI Bills [1]	7,800,000	2,391,000	5,071,036	3,771,796	3,815,985	2,994,622	1,255,051	777,174
Not paid for dependents	3,595,800	1,099,860	2,392,718[2]	1,093,478	1,814,199[2]	992,836	578,519[2]	100,642
Percent [3]	46.1%	46.0%	47.2%	29.0%	47.5%	33.2%	46.1%	12.9%
Paid for one dependent	1,848,600	418,425	805,674	805,674	705,732	705,732	99,942	99,942
Percent [3]	23.7%	17.5%	15.9%	21.4%	18.5%	23.6%	8.0%	12.9%
Paid for two or more dependents	2,355,600	872,715	1,872,644	1,872,644	1,296,054	1,296,054	576,590	576,590
Percent [3]	30.2%	36.5%	36.9%	49.6%	34.0%	43.3%	45.9%	74.2%

[1] Service personnel excluded from all data.

[2] Includes trainees with dependents if they are enrolled in less than half-time training, correspondence schools, or flight training.

[3] Percentages may not add due to rounding.

CHAPTER 34

VETERANS IN TRAINING ON APRIL 30, 1975 AND APRIL 30, 1974

By Prior Educational Attainment by Type of Training

Prior Educational Attainment	April 30, 1975	April 30, 1974	Percent Change
TOTAL	1,697,979	1,448,393	17.2%
Not a high school graduate	172,282	129,096	33.5
High school graduate	1,218,569	1,034,915	17.7
One or more years of college	307,128	284,382	8.0
College	1,174,084	918,324	27.9
Not a high school graduate	72,412	41,651	73.9
High school graduate	847,406	643,441	31.7
One or more years of college	254,266	233,232	9.0
Other residence schools	194,297	158,949	22.2
Not a high school graduate	54,126	37,281	45.2
High school graduate	123,759	106,619	16.1
One or more years of college	16,412	15,049	9.1
On-job training	114,942	128,796	- 10.8
Not a high school graduate	12,557	13,031	- 3.6
High school graduate	91,362	104,187	- 12.3
One or more years of college	11,023	11,578	- 4.8
Correspondence	214,656	242,324	- 11.4
Not a high school graduate	33,187	37,133	- 10.6
High school graduate	156,042	180,668	- 13.6
One or more years of college	25,427	24,523	3.7

	Ever Trained Through April 1975	Ever Trained Through April 1974 [1]	New Entries from April 1974 to April 1975	
			Number	Percent of Cumulative through April 1975
Nevada	18,079	14,650	3,429	19.0%
New Hampshire	20,925	17,416	3,509	16.8
New Jersey	132,552	116,596	15,956	12.0
New Mexico	38,352	33,622	4,730	12.3
New York	409,658	362,603	47,055	11.5
North Carolina	143,031	112,939	30,092	21.0
North Dakota	22,273	19,160	3,113	14.0
Ohio	217,108	190,184	26,924	12.4
Oklahoma	81,999	69,992	12,007	14.6
Oregon	67,324	58,734	8,590	12.8
Pennsylvania	240,862	215,351	25,511	10.6
Rhode Island	30,899	25,256	5,643	18.3
South Carolina	82,643	64,912	17,731	21.5
South Dakota	19,705	16,617	3,088	15.7
Tennessee	102,877	83,757	19,120	18.6
Texas	327,436	273,332	54,104	16.5
Utah	35,429	31,156	4,273	12.1
Vermont	8,088	7,068	1,020	12.6
Virginia	135,560	112,765	22,795	16.8
Washington	146,645	123,193	23,452	16.0
West Virginia	35,460	30,626	4,834	13.6
Wisconsin	102,617	90,009	12,608	12.3
Wyoming	10,214	9,013	1,201	11.8
Puerto Rico	28,592	27,852	740	2.6
All Other	16,226	13,561	2,665	16.4

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[1] Geographic distribution was revised after publication of Information Bulletin for April 1974 (DVB IB 20-74-3).

[2] See text paragraph IV. J. 1. a.

CHAPTER 34

PARTICIPATION RATE FOR VIETNAM ERA VETERANS BY STATE AND TYPE OF TRAINING

Cumulative Through April 1975

	Veteran Population	TRAINEES 5/						
			Percent of Veteran Population					
		Number	Total	College	Other Schools	On-Job Training	Corres-pondence 1/	Other Residence Schools 2/
GRAND TOTAL	7,520,000	3,815,985	50.7%	29.4%	16.1%	5.3%	7.7%	8.4%
U.S. - State Total	7,435,000	3,791,006	51.0	29.5	16.2	5.3	7.8	8.4
Alabama	106,000	66,782	63.0	33.2	23.9	5.9	5.2	18.7
Alaska	14,000	5,960	42.6	24.9	14.1	3.6	5.0	9.1
Arizona	78,000	53,283	68.3	46.7	15.	6.5	7.9	7.2
Arkansas	63,000	32,850	52.1	23.1	22.5	6.6	5.8	16.7
California	856,000	550,031	64.3	48.1	12.3	3.9	5.1	7.2
Colorado	103,000	62,842	61.0	38.2	18.2	4.6	9.4	8.8
Connecticut	111,000	46,612	42.0	22.3	11.8	7.9	6.5	5.3
Delaware	23,000	10,744	46.7	27.6	14.6	4.5	9.3	5.3
District of Columbia 3/	23,000	24,485	106.5	63.2	36.5	6.7	7.1	29.4
Florida	270,000	144,172	53.4	32.1	16.2	5.1	6.3	9.9
Georgia	180,000	94,764	52.6	22.9	24.0	5.7	5.7	18.3
Hawaii	31,000	20,435	65.9	40.0	16.2	9.8	6.8	9.4
Idaho	26,000	14,727	56.6	34.5	16.8	5.4	12.2	4.6
Illinois	370,000	172,989	46.8	26.7	15.1	5.0	8.5	6.6
Indiana	195,000	78,301	40.2	17.2	17.8	5.1	11.6	6.2
Iowa	96,000	44,896	46.8	21.7	20.5	4.5	11.3	9.2
Kansas	79,000	40,923	51.8	30.6	17.2	4.1	7.9	9.3
Kentucky	101,000	47,713	47.2	23.9	19.3	4.1	11.0	8.3
Louisiana	111,000	60,286	54.3	25.9	20.8	7.6	7.3	13.5
Maine	35,000	17,954	51.3	23.4	17.7	10.2	8.4	9.3
Maryland	163,000	70,778	43.4	25.8	12.8	4.8	6.5	6.3
Massachusetts	217,000	85,435	39.4	24.8	10.5	4.0	4.7	5.8
Michigan	312,000	155,114	49.7	28.4	16.5	4.8	10.4	6.1
Minnesota	158,000	78,223	49.5	22.9	19.5	7.2	7.2	12.3
Mississippi	54,000	27,835	51.5	27.0	17.7	6.8	6.7	11.0
Missouri	172,000	88,417	51.4	28.3	18.1	5.0	8.6	9.5
Montana	27,000	14,654	54.3	29.7	16.1	8.4	7.2	8.9
Nebraska	52,000	29,148	56.1	28.8	18.1	9.2	7.7	10.4

Appendix B, Table 18 (Cont.)

	Veteran Population	TRAINEES 5/						
			Percent of Veteran Population					
		Number	Total	College	Other Schools	On-Job Training	Corres-pondence 1/	Other Residence Schools 2/
Nevada	24,000	11,435	47.6%	27.0%	17.0%	3.7%	8.1%	8.9%
New Hampshire	34,000	13,594	40.0	21.2	11.0	7.8	6.8	4.2
New Jersey	245,000	91,517	37.4	20.0	12.7	4.6	6.7	6.0
New Mexico	36,000	24,938	69.3	38.4	25.6	5.3	10.5	15.1
New York	540,000	253,876	47.0	26.7	13.4	6.9	6.8	6.6
North Carolina	165,000	99,793	60.5	33.5	17.9	9.0	5.8	12.1
North Dakota	17,000	13,742	80.8	42.1	26.7	12.1	10.1	16.6
Ohio	386,000	159,487	41.3	20.7	16.1	4.5	10.2	5.9
Oklahoma	107,000	56,876	53.2	32.8	16.5	3.8	5.7	10.8
Oregon	97,000	49,605	51.1	34.7	11.3	5.2	5.8	5.5
Pennsylvania	416,000	176,496	42.4	18.5	18.2	5.6	10.9	7.3
Rhode Island	39,000	19,324	49.5	32.0	12.5	5.1	5.6	6.9
South Carolina	93,000	56,057	60.3	29.4	23.6	7.3	6.2	17.4
South Dakota	17,000	11,923	70.1	36.5	25.3	8.3	12.5	12.8
Tennessee	139,000	76,386	55.0	27.7	21.8	5.4	9.5	12.3
Texas	422,000	219,455	52.0	33.3	15.4	3.3	7.2	8.2
Utah	46,000	23,921	52.0	35.7	13.0	3.3	9.8	3.2
Vermont	18,000	6,096	33.9	15.1	10.4	8.4	6.9	3.5
Virginia	180,000	84,499	46.9	27.0	14.1	5.9	8.3	5.8
Washington	170,000	92,890	54.6	34.5	16.1	4.1	7.7	8.4
West Virginia	53,000	26,755	50.5	22.2	19.6	8.6	10.4	9.2
Wisconsin	153,000	75,175	49.1	24.4	19.0	5.7	11.6	7.4
Wyoming	12,000	6,813	56.8	34.7	15.0	7.1	10.1	4.9
Puerto Rico	40,000	17,264	43.2	27.3	14.6	1.3	1.0	13.6
ALL OTHERS 4/	45,000	7,715	17.1	14.2	2.2	0.8	1.0	1.2

1/ Correspondence trainees are also included in College or Other Schools, as appropriate.

2/ The Other Residence Schools percentage is derived by subtracting the correspondence percentage from the Other Schools percentage. This percentage will be slightly understated due to the small number of college level training contained in correspondence (about one percent).

3/ See text paragraph IV. J. 1. a.

4/ Area includes U.S. Possessions and outlying areas other than Puerto Rico and foreign countries.

5/ Excludes 556,229 service personnel.

CHAPTER 34

DEPENDENCY STATUS FOR VETERANS IN TRAINING - APRIL 1975

Comparison for Current GI Bill by Peacetime Post-Korean and Vietnam Era Veterans

	Total Current GI Bill Veterans		Peacetime Post-Korean Veterans		Vietnam Era Veterans	
	All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More	All Trainees	Trainees One-Half Time or More
TOTAL	1,697,979	1,429,561	324,595	254,668	1,373,384	1,174,893
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Not paid for dependents	600,869	332,451	88,339	18,404	512,530	314,047
Percent	35.4%	23.3%	27.2%	7.2%	37.3%	26.7%
Paid for one dependent	275,258	275,258	21,036	21,036	254,222	254,222
Percent	16.2%	19.3%	6.5%	8.3%	18.5%	21.6%
Paid for two or more dependents	821,852	821,852	215,220	215,220	606,632	606,632
Percent	48.4%	57.5%	66.3%	84.5%	44.2%	51.6%

THREE GI BILLS

EDUCATIONAL LEVEL AT TIME OF APPLICATION FOR ALL VETERANS AND SERVICE PERSONNEL EVER TRAINED

Comparison for WW-II, Korean Conflict, Post-Korean Conflict and Categories of Post-Korean Conflict Training

	World War II (Ended)	Korean Conflict (Ended)	Post-Korean Conflict Trainees (Through April 1975)	Vietnam Era Veterans (Through April 1975)	Service Personnel (Through April 1975)	Peacetime Post-Korean (Through April 1975)
Number of Trainees Trained Under the GI bills	7,800,000	2,391,000	5,657,265	3,815,985	586,229	1,255,051
Percentage Distribution 1/						
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Less than high school	45.2	29.0	12.7	9.7	26.9	15.0
Four years of high school	38.5	44.5	67.1	70.9	52.0	62.6
One or more years of college	16.3	26.5	20.2	19.4	21.1	22.4
Median Educational Level	12.1 years	12.5 years	12.6 years	NA	NA	NA

1/ Percentages may not add due to rounding.

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CHAPTER 34

ALL PERSONS EVER IN TRAINING THROUGH APRIL 1975

Type of Training by Prior Educational Attainment

Prior Educational Attainment	Total	Percent	Type Training Entered: College	Other Residence Schools	On-Job	Correspondence
TOTAL	5,657,265	100.0%	2,999,904	1,070,641	457,163	1,129,557
Not a high school graduate	717,392	12.7	171,26[illegible]	315,796	48,429	181,899
High school graduate	3,795,696	67.1	1,930,38	656,967	372,609	835,732
One or more years of college	1,144,177	20.2	898,248	97,878	36,125	111,926
Vietnam Era Veterans	3,815,985	100.0	2,205,946	635,962	396,601	577,476
Not a high school graduate	371,665	9.7	103,490	137,066	37,792	93,317
High school graduate	2,704,892	70.9	1,499,579	443,902	325,714	435,697
One or more years of college	739,428	19.4	602,877	54,994	33,095	48,462
Peacetime Post-Korean Veterans	1,255,051	100.0	631,609	247,684	60,562	315,196
Not a high school graduate	187,804	15.0	43,431	67,236	10,637	66,500
High school graduate	785,922	62.6	371,239	151,439	46,895	216,349
One or more years of college	281,325	22.4	216,939	29,009	3,030	32,347
Service Personnel	586,229	100.0	162,349	186,995	--	236,885
Not a high school graduate	157,923	26.9	24,347	111,494	--	22,082
High school graduate	304,882	52.0	59,570	61,626	--	183,686
One or more years of college	123,424	21.1	78,432	13,875	--	31,117

CHAPTER 34

PERCENTAGE DISTRIBUTION OF ALL PERSONS EVER IN TRAINING THROUGH APRIL 1975 1/

Type of Training by Prior Educational Attainment

Prior Educational Attainment	Total	Type Training Entered College Level	Other Schools	On Job	Correspondence
TOTAL	100.0%	53.0%	18.9%	8.1%	20.0%
Not a high school graduate	100.0	23.9	44.0	6.8	25.4
High school graduate	100.0	50.9	17.3	9.8	22.0
One or more years of college	100.0	78.5	8.6	3.2	9.8
Vietnam Era Veterans	100.0	57.8	16.7	10.4	15.1
Not a high school graduate	100.0	27.8	36.9	10.2	25.1
High school graduate	100.0	55.4	16.4	12.0	16.1
One or more years of college	100.0	81.5	7.4	4.5	6.6
Peacetime Post-Korean Veterans	100.0	50.3	19.7	4.8	25.1
Not a high school graduate	100.0	23.1	35.8	5.7	35.4
High school graduate	100.0	47.2	19.3	6.0	27.5
One or more years of college	100.0	77.1	10.3	1.1	11.5
Service Personnel	100.0	27.7	31.9	--	40.4
Not a high school graduate	100.0	15.4	70.6	--	14.0
High school graduate	100.0	19.5	20.2	--	60.2
One or more years of college	100.0	63.5	11.2	--	25.2

1/ Percentages may not add due to rounding.

THREE GI BILLS

TOTAL NUMBER TRAINED, LEVEL OF TRAINING AND COST

Comparison for World War II, Korean Conflict, Post-Korean and Vietnam Era

(In Thousands)

				Cumulative Through April 1975		
					Vietnam Era	
	World War II (Ended)	Korean Conflict (Ended)	Post-Korean Total	Between Korea and Vietnam Era	Veterans	Service Personnel
TOTAL TRAINED	7,800	2,391	5,657	1,255	3,816	586
Percent	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
College	2,230	1,213	3,009	634	2,212	163
Percent	28.6%	50.7%	53.2%	50.5%	58.0%	27.8%
Other Schools	3,480	860	2,159	546	1,190	423
Percent	44.6%	36.0%	38.2%	43.5%	31.2%	72.2%
On-Job Training	1,400	223	457	61	396	-
Percent	17.9%	9.3%	8.1%	4.9%	10.4%	
Farm Training	690	95	32	14	18 [1/]	-
Percent	8.9%	4.0%	0.6%	1.1%	0.5%	
Cost (In Billions)	$ 14.5	$ 4.5	$ 14.6	-	-	-

[1/] Cooperative Farm.

THREE GI BILLS

COMPARISON OF PARTICIPATION RATES

After First One Hundred and Seven Months of Educational Assistance

	World War II June 1944 - End of Program	Korean Conflict Sept. 1952 - End of Program	Post-Korean June 1966 - April 1975 (107 Months)	Vietnam Era June 1966 - April 1975 (107 Months)
Veteran population	15,440,000	5,509,000	10,612,000	7,520,000
Total trained	7,800,000	2,391,000	5,657,265 [1/]	4,402,214 [1/]
Percent	50.5%	43.4%	53.3%	58.5%
School trainees	5,710,000	2,073,000	5,167,939	3,987,373
Percent	37.0%	37.6%	48.7%	53.0%
College	(2,230,000)	(1,213,000)	(3,009,174)	(2,374,775)
Percent	(14.4%)	(22.0%)	(28.4%)	(31.6%)
Other schools	(3,480,00)	(860,000)	(2,158,765)	(1,612,598)
Percent	(22.5%)	(15.6%)	(20.3%)	(21.4%)
On-job trainees	1,400,000	223,000	457,163	396,601
Percent	9.1%	4.0%	4.3%	5.3%
Farm trainees	690,000	95,000	32,163	18,240
Percent	4.5%	1.7%	0.3%	0.2%

[1/] Includes 586,229 service personnel.

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CHAPTER 35

DEPENDENTS EDUCATIONAL ASSISTANCE

Persons In Training - April 1975

	Total	Orphans	Children of 100% Disabled	Widows(ers)	Spouses of 100% Disabled	Children of Service Personnel Missing In Action	Spouses of Service Personnel Missing In Action
TOTAL	62,619	27,855	23,439	7,223	3,994	65	43
College	56,626	26,089	21,789	5,691	2,955	63	39
Graduate	2,196	737	714	511	228	0	6
Junior college	20,739	8,664	6,966	3,377	1,701	16	15
Other undergraduate	33,691	16,688	14,109	1,803	1,026	47	18
Schools other than college	5,659	1,588	1,526	1,516	1,023	2	4
Special restorative	28	15	11	0	2	--	--
On-job training	306	163	113	16	14	--	--

CHAPTER 31

VOCATIONAL REHABILITATION FOR SERVICE-DISABLED VETERANS

Veterans In Training, April 1975

Type of Training	Trainees Total	 Full Time	 Part Time
TOTAL	16,222	13,232	2,990
Percent	100.0%	81.6%	18.4%
College level	12,290	9,740	2,550
Percent	75.8%	60.1%	15.7%
Other schools	3,041	2,601	440
Percent	18.7%	16.0%	2.7%
On-job training	751	751	--
Percent	4.6%	4.6%	
Farm training	140	140	--
Percent	0.9%	0.9%	

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VOUCHER FUNDING OF TRAINING: A STUDY OF THE G.I. BILL

David O'Neill
Sue Goetz Ross

OCTOBER 1976

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VOUCHER FUNDING OF TRAINING:
A STUDY OF THE GI BILL

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This study assesses the use of vouchers for funding manpower training, using the GI Bill as a test case. Attention is focused on vocational training, although OJT, correspondence, and college training are also examined.

The value of training is estimated by the extent to which it leads to increased earnings. Longitudinal earnings histories of veterans who used each type of training are compared to those of a control group of non-users with similar personal characteristics and initial earning capacity. The gain due to training is estimated as the difference between the earnings of trainees and the earnings of the control group.

The study shows that vocational trainees funded by the GI Bill increased their earnings by about 10 percent, about twice as great an increase as has been estimated elsewhere for non-voucher government programs. The training appears to be particularly valuable for blacks and for those with relatively little prior education.

Analysis of the use of benefits by Vietnam era veterans shows that blacks participate in training at a higher rate than similar whites.

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The GI Bill data used in this study represents only veterans separated from active duty in the Armed Forces after July 1968, and only about two thirds of the veterans in that group are included. The findings of this study cannot be generalized to veterans eligible under the current GI Bill who were separated from the Armed Forces prior to July 1968, or to officers, females, enlisted men who have served for more than 6 years, and enlisted men who were released before completion of their commitment.

The report does not necessarily represent the official opinions or policies of the U.S. Department of Labor or of the cooperating agencies. All views expressed in this report, including judgments about the operations or effectiveness of the GI Bill, and any errors in the analysis or in interpretation of the data are the responsibility of the authors alone.

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CHAPTER 1

INTRODUCTION

The GI Bill educational benefits program is one of the oldest "human resource" programs in the Federal Government. In fiscal year 1976, it paid out about 6 billion dollars to eligible veterans and their dependents.[1] Since the end of World War II it has gone through three phases -- the World War II bill which began in June 1944 and covered veterans who had served between September 1940 and July 1948; the Korean Conflict bill which began August 1952 and covered persons who served on active duty between June 1950 and January 1955; and the current post-Korean bill which began in June 1966 and covers three groups: peacetime post-Korean veterans (who had served on active duty between January 1955 and August 1964), Vietnam era veterans who served on active duty from August 1964 to May 1975, and post-Vietnam era veterans who served on active duty after May 1975.

As of this writing (August 1976) the latest bill was still in force and was applicable to all persons entering the armed services. Thus, except for the three year period following World War II (July 1947-June 1950), active duty service in the military has carried with it the opportunity to obtain post-service education and training benefits.[1]

---

[1] The 6 billion dollars expended amounted to more than 50% of federal expenditures on post-secondary education and training in FY 1976. See Special Analyses, Budget of the United States Government, 1977, Office of Management and Budget, Tables I-1, I-2, J-2, and J-3.

The original GI Bill legislation was not meant to provide an entitlement to all veterans who had served honorably. The veteran had to demonstrate that his education or training plans had been interrupted by the war and, if he qualified, the VA paid his tuition and provided the veteran with a living allowance.

In late 1945 the original 1944 GI Bill was amended to create the type of entitlement program we have under the current GI Bill: eligibility is based simply on the length of active duty and the veteran is given a grant which he allocates between tuition and living costs.[2]

Although there have been some differences, the programs under all three bills have had three important features in common -- a substantial monetary entitlement,[1] a long post-service time span during which to exercise their option,[2] and a wide degree of lattitude in choosing forms of training.

---

[1] The group that was covered retroactively by the latest bill -- those who served on active duty between Jan. 1955 and August 1964 -- did not expect to have any entitlement while they were on active duty. Also they were on the average older and further along in their civilian career paths during their entitlement period than other veteran groups were.

[2] While eligibility is determined by length of service, the amount of the monthly payment varies depending on the veteran's number of dependents, whether he is enrolled in institutional training, on-the-job training or correspondence school courses, and whether full-time or part-time training is undertaken.

Our study of the GI Bill is primarily motivated by an interest in the mechanism by which it delivers its support. Unlike most government training programs which provide support directly to institutions, the GI Bill is a "voucher" system; it provides financial support for training to the trainee, to be used for the type of training the veteran desires - whether it be formal college training, vocational training, enrollment in correspondence courses, or on-the-job training (OJT).

The use of vouchers is often advocated on grounds that the trainee's freedom to choose his course of study ensures that providers will be responsive to the interests of trainees and, at the same time, will seek to be efficient in the provision of services. Opponents of vouchers often object that those with limited prior education, who are most in need of training are also those least able to make wise choices among training types and institutions.

---

[1] The current full time monthly benefit amount for a single veteran with no dependents is $270 (tax free). This means that a 36 month entitlement amounts to $9,720 in total potential benefits available.

[2] Under the World War II and Korean programs, the veteran had to begin using his benefits by four (three in the Korean program) years after separation. Under the current bill the veteran can begin using his benefits at any time within the total eligibility period of ten years.

This study is not an evaluation of the GI Bill, the merits of which should not be judged on the basis of educational outcomes. Many view it as compensation to veterans for disruptions in their lives occasioned by the nation's need for military manpower in a time of danger. Our concern is whether voucher funding, the delivery mechanism used by the GI Bill, can be used by other government agencies that provide training services.

The study addresses two main issues. First, is training financed through a voucher system worthwhile from the trainee's viewpoint? Second, do veterans, particularly those disadvantaged groups who need help the most, take advantage of the opportunities afforded by the GI Bill?

We measure the value of training by how much it increases the earnings of trainees, concentrating most attention on vocational training. The effects of various types of training are estimated by comparing the earnings of trainees to the earnings of similar veterans who did not undertake training. The analysis considers how the personal characteristics of the veterans, including race and prior education, effect earnings. The results of the study suggest that vocational training financed by the GI Bill has been more productive than vocational training provided under more traditional delivery systems and that training is more valuable for blacks than for non-blacks.

Historical patterns of participation are examined to compare current levels of use with experience after World War II and the Korean War. The use of benefits by Vietnam era veterans is then studied in detail. The study shows that when test scores and prior educational attainment are equal, blacks use training benefits at a higher rate than non-blacks, and they use them for serious studies. Veterans with low levels of prior educational attainment use benefits less often than those with more prior education, but recent trends in participation suggest that this differential is disappearing in more recent cohorts of separatees.

An important side issue is whether standards of quality can be imposed on training institutions when support is provided through a voucher stystem. Appendix A to this report examines the system of administrative procedures used by the VA to ensure that providers of training are in fact meeting basic quality standards. The review concludes that administrative procedures are such that the offering of low quality training by proprietory schools is not a serious problem and the utility of vouchers is not seriously threatened by the quality problem.

CHAPTER 2

EFFECTS OF GI BILL PARTICIPATION ON EARNINGS

In this chapter we examine the effects of GI Bill participation on earnings. The assessment is particularly important because the potential effectiveness of the GI Bill in raising the earnings of participants is one of the strongest arguments offered for the use of vouchers rather than other delivery systems.

Because most government manpower training programs concentrate on providing classroom type vocational training, this chapter focuses primarily on those GI Bill users participating in this type of training. More limited government resources are devoted to on-the-job training (OJT), and we examine this type of GI Bill training to a lesser extent. We also present some discussion of college education and correspondence courses that are available through the GI Bill but are not typical of other government manpower programs.

Prior to this study, very little reliable evidence existed on the impact of GI Bill participation on earnings. A major part of the research effort was devoted to assembling an adequate data base. We were able to assemble information on approximately 70,000 GI's who separated in FY 69, about 10 percent of FY 69 separatees. Our information included detailed data on GI Bill use from the Veterans Administration (VA), military service records from the Department of Defense (DOD), and earnings histories from the Social Security Administration (SSA).[1]

Although we believe our analysis represents a considerable advance over previous work, we do not consider the findings presented here as definitive. We had only a limited amount of time to carry out our econometric analysis of what turns out to be an extremely difficult problem. Nevertheless, we feel that these results indicate that resources devoted to the GI Bill were, in most cases, highly productive.

VOCATIONAL TRAINING

In order to measure the effect of vocational training on earning capacity, we need estimates of what the vocational trainees would have earned in the absence of training. The most successful method for assessing what earnings would have been is to use the earnings of a group of non-trainees who are statistically matched to trainees on the basis of personal characteristics and earnings during the years immediately preceding the training period.[2]

---

[1] For a more detailed description of the data, see Appendix B.

[2] See: Thomas Cooley, et. al., The Impact of Manpower Training on Earnings: An Econometric Analysis, Report prepared for the Office of Program Evaluation, Department of Labor, September 1975. Louis Jacobson, The Use of Longitudinal Data to Assess the Impact of Manpower Training on Earnings, Public Research Institute, Arlington, Virginia, July 1973, PRI 73-2.

This is essentially the approach used here. A major problem not present in other studies is that prior earnings for most GI Bill supported vocational trainees (i.e. those who began training soon after leaving active duty) are dominated by military pay which is quite uniform and does not adequately reflect differences in individual human capital.

Unless we can find an adequate measure of what these trainees could have earned if they had not entered training, the comparison between non-trainees and trainees is likely to greatly underestimate the impact of training. This would be the case even if differences in personal characteristics are taken into account.

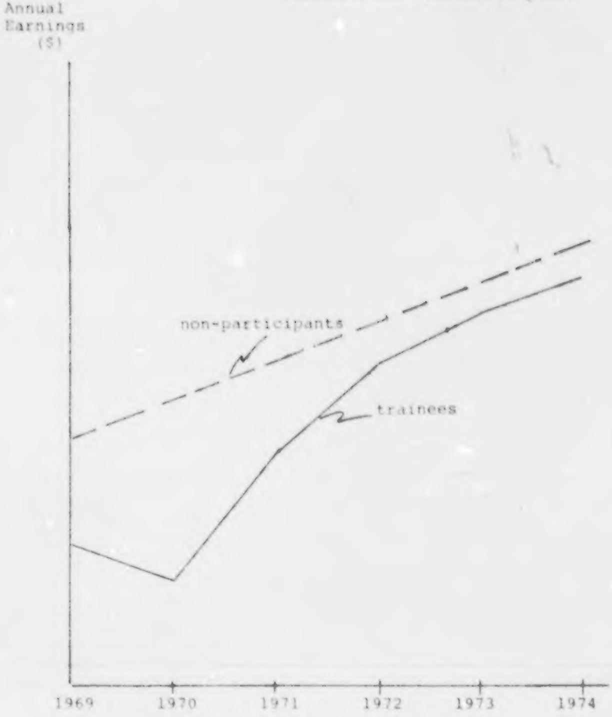
This is due to the high probability of "self-selection bias." Veterans who enter vocational training schools often do so precisely because they are having trouble finding adequate employment.[1] Because they have worse job prospects, they are not like average non-trainees with similar personal characteristics. We would therefore expect the earnings capacity of veterans using the GI Bill for vocational training to be far lower than that of an apparently similar veteran who does not use the GI Bill.

---

[1] The next chapter presents evidence that the unemployment rate has a statistically significant positive effect on participation. This finding also supports the self-selectivity hypothesis.

The hypothetical earnings profiles shown in figure 1 illustrates the type of erroneous conclusion that might be reached if the problem of self selection bias is ignored. The solid line represents the actual earnings of vocational training participants while the dashed line represents the earnings of non-participants matched to the participant based only on personal characteristics. The initial dip in the earnings of trainees is due to the fact that they have withdrawn from the labor force to participate in training. The rapid rise results from increased earnings capacity and employment following re-entry to the labor force after the completion of training. The vertical difference between the two lines in the post-training period represents the impact of training. In this case, the impact of training appears to be a significant earnings reduction. The problem is that the full-time earnings potential of the participants is not properly measured by the upper line, showing the earnings of the non-trainees. Even after controlling for personal characteristics, the non-participants are individuals who had good job opportunities open to them upon leaving service, and their earnings will overstate the mean earnings of all veterans. Only after the upper line is properly adjusted, taking job opportunities into account, can an appropriate comparison be made.

Figure 1: Hypothetical Earnings Growth For Trainees and Non-Participants



Estimating Earnings of a Comparison Group

In our analysis we are going to focus on vocational trainees who began training soon after separation ("early starters"), went full-time to school and participated on a continuous[1] basis. Although this omits users who trained part-time or attended full-time but on a discontinuous basis, it includes a majority of the vocational users and includes individuals to whom the bulk of the resources were devoted.[2]

A two step procedure was used to estimate the earnings of an appropriate comparison group for the above group of participants.

The first step is to estimate what early starters would have earned as non-trainees during the time they were in training. We do this by examining the pre-training earnings of vocational trainees who did not enter training until one or more years following separation from the military.

The second step is to estimate what early starters would have earned in the *post*-training period in the absence of training. We do this by examining earnings, in the post-training period, of those non-participants whose earnings level during the training period matched that estimated for participants in step one. In addition, we required that the non-participants match the early starting trainees with respect to prior schooling, test score, and other personal characteristics.

---

[1] We do not have direct information on the continuity of participation. See Appendix B for a detailed discussion.

[2] This also appears to be the most appropriate group for the purpose of comparison with more traditional manpower programs. For example, under the MDTA program, attendance was mostly full-time and individuals were supposed to attend continuously.

Table 1 presents estimates of what early starting vocational trainees would have earned in 1969 and 1970 if they had not been in training during this time. The estimates in the first row are based on the observed earnings of vocational trainees who started training during 1970. The estimates in the second row are based on the 1969 and 1970 earnings of users who did not start training until after January 1, 1971 -- about two years after separation ("late starters"). The numbers in the second row are larger than the actual average earnings of the late starters in those years. They have been adjusted upward to account for the somewhat greater prior schooling, higher test scores, and other differences in personal characteristics between the early and late starting vocational trainees.

TABLE 1

ESTIMATED POTENTIAL EARNINGS OF FULL-TIME
EARLY STARTING VOCATIONAL TRAINEES

	1969	1970
Based on earnings of individuals who started in 1970	$4,250	($5,078)
Based on earnings of individuals starting after 1970	$4,437	$5,302

Note that the 1969 earnings of 1970 starters are lower than the 1969 earnings based on those starting after 1971. This is because an individual's decision to enroll in vocational training is affected by his job propsects. We suspect that after controlling for personal characteristics, the earlier an individual entered training, the worse were his job prospects. Thus, the potential earnings of early starters were probably lower than $4,250 in 1969. Nevertheless, we will use $4,250 as the potential 1969 earnings of early starters. To estimate the 1970 earnings of early starters, we assume that their earnings would have grown at the same rate between 1969 and 1970 as the earnings of late starters did. Thus our estimated 1970 earnings of early starters are $5,078 (that is $4,250 \times \frac{5,302}{4,437}$). Note that $4,250 and $5,078 are considerably below the average earnings of all non-users during the same years.

To estimate how much vocational trainees would have earned without training in the years after the training interval, we adjusted the average earnings of non-users, in the post-training years, for differences in early earnings and personal characteristics. This was done using coefficients from multiple regression equations fit to data on the individual non-users for each year. Appendix B presents the details of this procedure. We assumed that the earnings of the non-users in 1969 and 1970 were equal to the potential earnings of the users estimated as described above. We also matched users and non-users on all the personal characteristics in our data file.

Column 1 of Table 2 shows the actual average earnings of non-participant users. Column 2 shows the estimated earning profile of the comparison group for early starting full-time vocational trainees. Note that, as expected, the comparison group earnings for full-time users are considerably below the average earnings of all non-users, reflecting the selectivity bias mentioned above.

Average Earning Effects

In order to simplify the exposition, we present the earnings impact for only one group of our early starting, full-time and continuous trainees - individuals starting

TABLE 2

EARNINGS OF COMPARISON GROUP ADJUSTED TO MATCH INDIVIDUALS WITH IDENTICAL PERSONAL CHARACTERISTICS, AND ESTIMATED EARNINGS OF EARLY-STARTING FULL-TIME PARTICIPANTS

Year	(1) Unadjusted average earnings of all non-users[1]	(2) Comparison group for full-time users
1969	$5,301	$4,250
1970	6,511	5,078
1971	7,214	6,024
1972	8,269	7,094
1973	9.433	8,217
1974	9,856	8,576

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[1] Non-users are the 34,787 veterans in our file who had not, as of March 1974, used any of their GI Bill entitlement. Only about 70% of the records for this group were usable for this calculation.

before 1970 and terminating in 1971. The results for this group typify our findings.[1]

Figure 2 shows the earning profiles of the full-time comparison group (estimated as described above) and the sub-group of full-time users that started before 1970 and terminated training in 1971. This comparison indicates a positive earnings effect that begins in 1972, the first full year in the labor force after training ends, and continues through 1974. It is about 10% in each year as shown in Table 3. The pattern is similar (although with not quite as large an effect) for full-time participants who started before 1970 and terminated in other years, and for participants who started in 1970 and terminated in 1972. One group of full-timers -- those that started during 1970 and terminated in 1971 -- depart from the pattern in figure 2. Their profile shows no indication that it will rise above that of the comparison group.

For full-time participants who started after Jan 1, 1971 (our "late starters"), we made no estimates because the followup period was too short. In addition, the severe downturn in the economy that started in some sectors during 1972-73 and became pervasive and accelerated during 1973-74 may make the impact of training appear lower for this

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[1] See Appendix D.

Figure 2: Earnings Profiles of Vocational Trainees Who Started Training Before 1970 and Ended in 1971

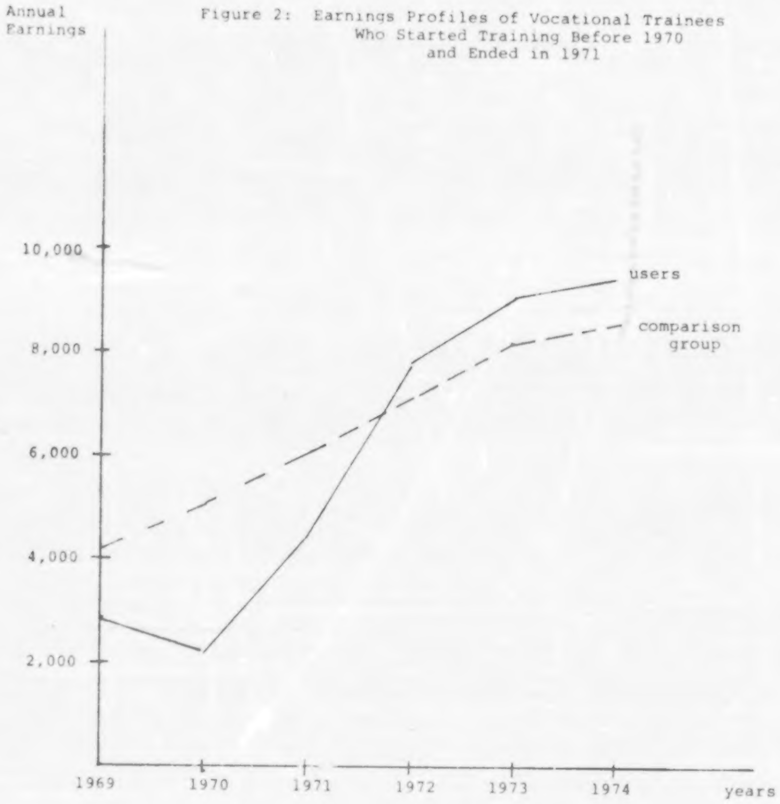

TABLE 3

EARNINGS OF VOCATIONAL TRAINEES AND A COMPARISON GROUP REFLECTING WHAT TRAINEES WOULD HAVE EARNED IN THE ABSENCE OF TRAINING

		Earnings of: Vocational Trainees	Earnings of: Comparison Group	Difference in Earnings (Trainees minus Comparison Group) (Dollars)	Difference in Earnings (Trainees minus Comparison Group) (percent)
Training Period	1969	2847	4250	- 1403	- 33.01
	1970	2245	5078	- 2833	- 55.8
	1971	4492	6024	- 1542	- 25.6
Post Training Period	1972	7817	7094	723	10.2
	1973	9098	8217	881	10.7
	1974	9438	8576	862	10.1

NOTE: The vocational trainees selected in this particular comparison started before 1970 and ended in 1971, but the results typify the overall findings. There are 126 veterans in this group.

period than it will be in the long run. This may be the reason that the percentage gain in the earnings of full-time users remained about the same during the years after training. Human capital theory suggests that the gain might, in the absence of a general economic downturn, have widened during the years after formal training ended.

This same cyclical factor may be partially responsible for the somewhat less encouraging performance of the full-time participants who started in 1970 and ended in 1971.

It is important to note that the 10% annual average increase in earnings resulting from GI Bill supported vocational training appears greater than estimates of the impact of MDTA training on earnings - usually about 5%.[1] We have not gathered all the necessary cost data to make a complete and detailed cost/benefit comparison between the two programs. However, what evidence there is[2] suggests that the cost of classroom vocational training is less under the GI Bill than it was under the MDTA program. Since forgone earnings are probably about the same, the benefit to cost ratio is greater for the GI Bill.

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[1] See Jacobson, and Cooley *et*. *al*., *op. cit*.

[2] Wellford W. Wilms, *Public and Proprietary Vocational Training: A Study of Effectiveness* (Center for Research and Development in Higher Education, University of California at Berkeley, 1974).

This finding, however, must be regarded as tentative. Several sources of bias, which we have not fully explored could modify this conclusion.

For example, our finding of a 10% earnings increase holds only for full-time and continuous participants. Neither full-time, nor discontinuous and part-time users show gains of this magnitude. In fact, they show only small gains or no change. An important issue is what would happen if part-time or discontinuous use was prohibited as it essentially is in traditional government training programs. If these users choose to take no vocational training, our results would not be affected. If, on the other hand, they were to enter full-time programs, we expect they would probably not do as well as those who originally choose full-time participation. Thus the overall earnings increase would be reduced.[1] It is appropriate to reiterate that most GI vocational trainees are full-time and continuous and comparatively little resources (maybe only 25%) are directed to the "other" group. Thus, the impact on the benefit cost ratio is not likely to be very large.

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[1] There is some evidence in our data that indicates that the part-time vocational users would not participate at all if full-time participation was made mandatory. Detailed cross-tabulations of earnings profiles show that after controlling for personal characteristics, part-time users tend to have higher earnings than full-time users before training. This suggests that part-time participants already have relatively good jobs and that they would therefore opt not to participate full-time.

In addition, there is a subtle source of bias in a comparison between the vocational training part of the GI Bill and the MDTA that makes the GI Bill appear less productive than it is. It is at least possible that those veterans who would do the best in vocational training choose college or another form of training instead, reducing the net returns to vocational training. Since these alternatives would be precluded in a more traditional program, the non-voucher system may be absorbing a far larger share of these "better" individuals. This has the effect of raising the average productivity of MDTA type training but reduces the overall benefits to the participant population.

THE EFFECT OF ON-THE-JOB TRAINING ON EARNINGS

In this section we examine the effect on earnings of participation in OJT programs by GI Bill users. Under the GI Bill, employers receive no formal payment from either the veteran or the VA for any costs they incur in providing on-the-job training. Benefits are expected to enable the veteran to offer his services during the training period at a lower wage cost to the employer, and indirectly "pay" him for the time of experienced workers who provide the training.[1]

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[1] Actually one of the provisions of the GI Bill regulations is that a firm must pay starting job trainees at least 50% of the wage he will receive at the end of the training period. This would tend to hamper somewhat the program's potential for creating OJT slots.

If labor markets operated perfectly, we would expect the initial earnings of OJT users to be below initial earnings levels in alternative jobs. If earnings are above what the trainee could earn elsewhere, even during the early period when the job training is taking place, it implies that the labor market is not functioning well.

As in the case of vocational training, the key comparison we wish to make is between the actual earnings of participants and what they would have earned in the absence of training. The methodology used was similar to that described above for obtaining an earnings profile for comparison with on-the-job trainees. The resulting comparison is illustrated in figure 3 and table 4. In this case, the dashed line representing the earnings of the comparison group is everywhere below the solid line representing the earnings of OJT users. There is no doubt that OJT users are better off than they otherwise would be; their earnings are higher and growing more rapidly, and they are also receiving GI Bill benefits.[1] It appears, however, that at least for some OJT users the increased earnings arise, not only from the increase in human capital acquired during training but also from having gained access to a particularly lucrative job.

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[1] The veteran in OJT receives only a fraction of the benefit that he would receive if enrolled in formal institutional training.

Figure 3: Earnings Profiles of OJT Users Who Started OJT Before 1970 and Ended in 1972

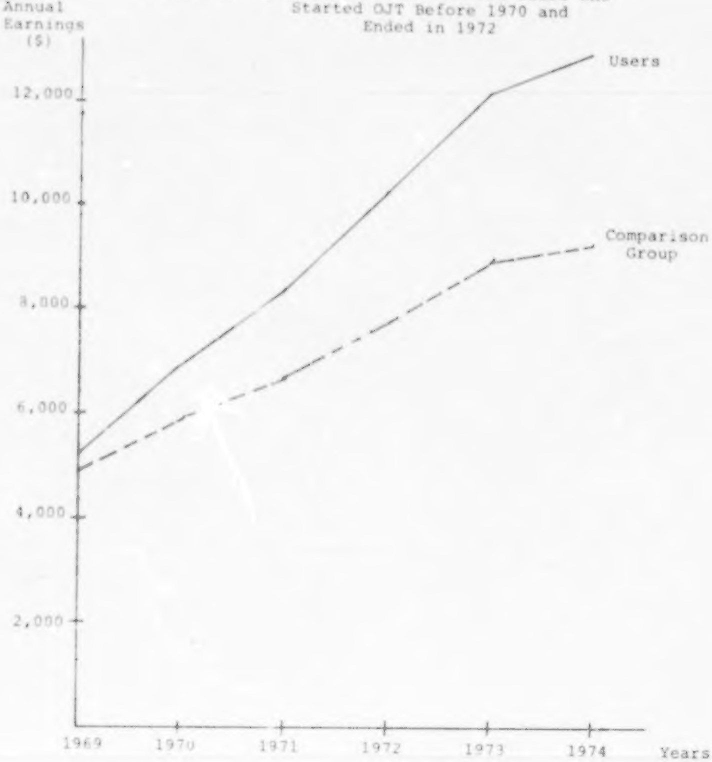

TABLE 4

EARNINGS OF A SELECTED GROUP[1] OF OJT USERS AND A COMPARISON GROUP[2]

Year	Comparison Group	OJT Users
1969	$4,894	$5,271
1970	5,853	6,984
1971	6,678	8,385
1972	7,747	10,282
1973	8,900	12,198
1974	9,289	12,987

[1] This group began training before 1970, terminated training in 1972, and participated continuously for at least 19 months. Sample size = 421.

[2] Estimated with the same procedure used for obtaining the vocational training comparison group. See Appendix D for the tabulations of the earnings profiles of late starting OJT users used in the estimation.

The strongest evidence for this conclusion is that earnings appear higher than in alternative jobs as soon as training begins. Because no earnings are forgone during training and training is generally free of direct costs to the participant, any veteran fortunate enough to be offered such a position would probably accept. This would be true regardless of whether or not the veteran receives benefits, suggesting that, in many cases, the OJT subsidy probably does not induce more training or improve the earnings of veterans over what they would be in the absence of the program. Only if the existence of the subsidy induces the creation of more OJT positions for veterans, or induces employers to give more of the available slots to veterans, would GI's as a group receive more training. Because the GI bill subsidy is paid directly to the participant rather than the firm, it is not obvious that more positions will be opened to veterans. This contrasts to more conventional OJT programs where a subsidy is paid to firms who hire particular individuals and pay them the usual wage. Such a subsidy reduces the cost to the firm of providing training and could foster an increase in slots or the favoring of government sponsored trainees.

The contrast with vocational training is of great importance and should be made explicit. In the case of vocational training, the subsidy only partly offsets the very substantial direct tuition cost and loss of earnings. Because, in the absence of the GI Bill, many veterans would not have the financial resources to withdraw from the labor force and pay the other costs of training, they would not undertake training even if training was very effective in raising subsequent earnings. Financial impediments to participation in many OJT opportunities are not evident.

The fact that individuals apparently are being paid more than the minimum necessary to attract them to the OJT position contradicts the standard model of a competitive labor market. It is likely that a market imperfection has limited the wage level offered to trainees and/or the number of slots available. It is possible that a high proportion of OJT positions are in highly unionized industries where entry is restricted. We were able to obtain some additional evidence supporting this hypothesis. Our data permitted us to divide all OJT users into two groups - apprenticeship program participants and others. Although this does not correspond exactly to a union/non-union breakdown, most of the positions involving unions will be identified as apprentice slots, while most of the "other OJT" positions will be more informal OJT situations, typically in small non-unionized firms.

Multivariate analysis of the differences in earnings between these two groups revealed that otherwise similar individuals earned 10% more solely as a result of being in an apprenticeship program.

Partitioning of the sample by year of entrance and exit from training showed that in every case the earnings of apprentices were above the comparison earnings even in the year of entrance.[1] There were a few cases, however, where the earnings of "Other OJT" users did not rise above those of the comparison group until after the end of training. The solid line in figure 4 illustrates the earnings profiles for two of these groups and the dashed line is the profile for the comparison group.[2] Although these groups comprise only about one quarter of all "other" trainees, it is likely that in these cases GI Bill subsidies have induced training and increased the earning potential of a substantial number of beterans.

The result is particularly important because the GI Bill system encourages the use of the subsidy for work in smaller firms compared to the non-voucher systems.[3] Although

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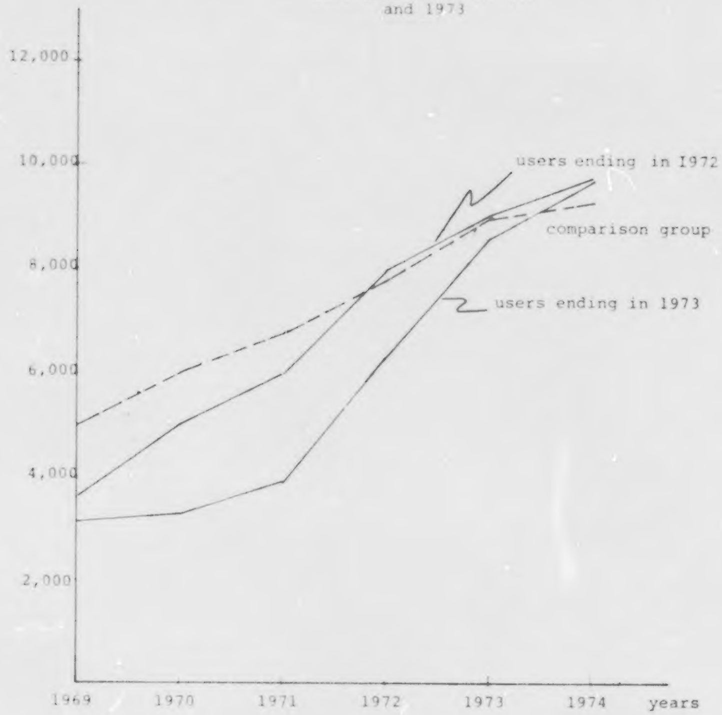
[1] See Appendix D.

[2] The "other OJT" users began training before 1970 and terminated in either 1972 or 1973. The comparison group was derived using the same methodology we used for our vocational training comparisons. The earnings of late starting OJT urers in 1969 and 1970 were taken as estimates of what early starting "other OJT" users could have earned if they had not entered OJT.

[3] In 1975 the percentage of all private sector OJT slots that were in one slot firms ranged from a low of 18-21% in Illinois and Ohio to a high of 42-44% in California and Massachusetts.

Figure 4: Earnings Profiles of "Other OJT" User Groups Who Started OJT Before 1970 and Ended in 1972 and 1973



the firms typically receive the payment in non-voucher systems, the stringent and expensive reporting requirements effectively make this program profitable only for larger units where many trainees are needed.

In summary, our evidence with respect to the GI Bill as a prototype voucher system for manpower training suggests that allowing the voucher to be used for OJT will not in itself play a particularly important role in permanently increasing the earnings of individuals. The method of distributing the benefit does, however, permit firms in sectors where wage and employment decisions are competitively determined to participate. To the extent that funds are chanelled to these positions, the subsidy is probably effective in increasing training and raising earnings.

CORRESPONDENCE COURSES

The GI Bill does not support correspondence training in the same way it supports either institutional training or OJT. Benefits are limited to the amount of tuition paid for the course. Naturally, correspondence training does not require that the trainee withdraw from the labor force while in training, and thus, the cost includes no forgone earnings, only forgone leisure.

A comparison of the average earnings of correspondence users and non-participants is shown in figure 5 and table 5. Users and non-users have essentially the same personal characteristics and appear to face roughly the same job opportunities. As is evident, the earnings profile of correspondence users is remarkably similar to that of non-participants.

There is no evidence that training has affected earnings or that it has involved a cost to the participant. Since this program primarily requires only the giving up of leisure time, knowledge of what courses are available, and how to apply, we expect that veterans will participate regardless of the effect on earnings. The major determinant of their participation is whether they get more enjoyment from the learning process than from the alternative uses of their time. Unlike the case of OJT where earnings increase but slots are hard to find, there is no shortage of correspondence courses.

Our findings may somewhat underestimate the impact of this program. Our tabulation counts as users only those individuals whose last use of benefits was to finance a correspondence course as a low cost source of information, and later elect to either terminate their training before

Figure 5: Earnings Profiles of Correspondence Users Who Started Correspondence Training Before 1972

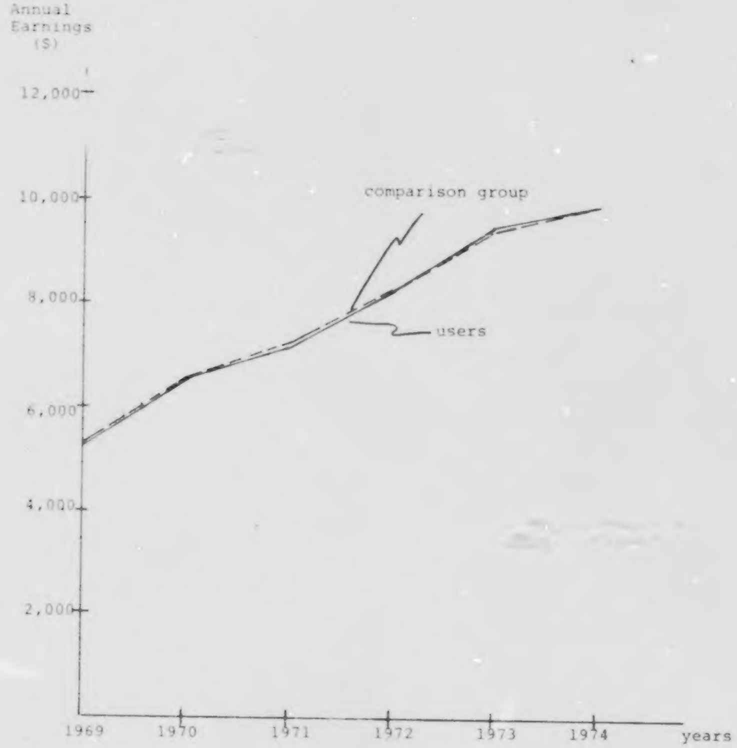


TABLE 5

EARNINGS OF ALL NON-USERS AND OF A SUB-GROUP OF CORRESPONDENCE USERS[1]

Year	Non-Users	Correspondence Users
1969	$5,305	$5,283
1970	6,531	6,511
1971	7,231	7,133
1972	8,293	8,243
1973	9,450	9,473
1974	9,878	9,844

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[1] This group contains 413 veterans who began training anytime before Dec. 1971 and ended during 1971. The average amount spent per course was equal to 4.9 months of entitlement, or about $875 in terms of benefit levels in 1971.

wasting resources on a high cost, high risk program or choose to participate in a more formal program, knowing that the chances for success are high. Since relatively few veterans record correspondence courses as their last use of GI Bill training, and since a relatively small amount of resources go to this use per capita, it may be that the value of the information gained is well worth the cost. In addition, recent changes in the GI Bill require participants to pay at least 10% of the direct costs. Thus, we are likely to see a greater return in the future.[1]

COLLEGE EDUCATION

We could not analyze the effect of college training by GI Bill users as thoroughly as we analyzed the other groups because we did not have a great enough post-training period in which to observe earnings gains. The time spent in direct training is longer as is the period following graduation over which increased education has a strong impact on the rate of increase in earnings. This is because college education is highly complementary with other forms of education, such as management training programs.

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[1] It is also important to note here that in the follow-up studies done by the VA, correspondence course users who complete the course show a modest earnings advantage over those who did not complete their course. (See Completion Rates for Education and Training Under the Vietnam Era GI Bill, op. cit., Table 3, p.17). Our findings suggest that this differential (about 5%) is probably due, not to the course completion, but rather to the same factors that underly the completion differential itself--more industriousness and a greater span of interest--which would produce an earnings differential even in the absence of the courses.

As shown in figure 6 and table 6, a simple comparison between non-participants and college users indicates that the earnings of college users is increasing at a much higher rate than the earnings of non-participants in 1974, the last year for which we have data. This differential exists despite the fact that 1973-74 was a period of high unemployment in which recent school leavers who lack the protection offered by high seniority might be hurt more severely than others.

Evaluation of the full effect of college education must be deferred until additional years of earnings data become available. Nevertheless, the initial findings are very suggestive that the GI Bill payments are being used productively. The earnings curve for college users in figure 6 indicates that participants are investing significant resources in terms of forgone earnings. The curve is also similar to that observed for college students in general. The best evidence is that the return to college education is in the neighborhood of 10%. Although we cannot yet say categorically this will be the return for the veteran group without further evidence, it appears this is a reasonable estimate, given what we know now.

Figure 6: Earnings Profile of College Users Who Started College Training Before 1970 and Ended in 1971

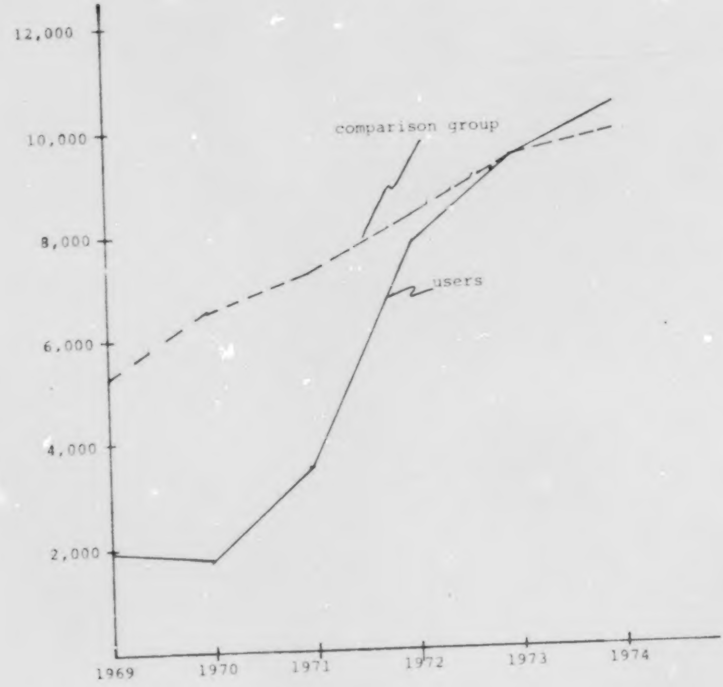

TABLE 6

EARNINGS OF ALL NON-USERS AND OF A GROUP[1] OF COLLEGE USERS

Year	Non-Users	College Users
1969	$5,305	$1,972
1970	6,531	1,781
1971	7,231	3,553
1972	8,293	7,831
1973	9,450	9,483
1974	9,878	10,418

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[1] Group that began before 1970 terminated in 1971, and obtained more than 19 months of education. There are 354 veterans in this group.

THE EFFECT OF TRAINING ON INDIVIDUALS WITH DIFFERENT PERSONAL CHARACTERISTICS

Up to this point we have focused on the existence and magnitude of earnings effects for all participants in different types of training programs. We will now consider how these effects vary for users with different personal characteristics.

Once again our analysis focuses primarily on vocational training with somewhat less complete treatment of OJT. We have omitted college and correspondence users from further analysis because, as already stated, any firm conclusion about the overall effect of college training would be premature, given available data, and in the case of correspondence course, no earnings effect is evident.

The principal question is whether the GI Bill is as effective in aiding those individuals likely to be targets of public policy, such as minority participants and those with less formal schooling, as it is in aiding veterans as a whole. To determine whether training is as productive for the disadvantaged as it is for those who start with a higher endowment of skills and education, it is not enough simply to measure how much earnings increase. The question is one of relative gains; do the disadvantaged gain as much, or more, or less than others as a result of training?

We made such a comparison using multiple regression analysis to measure the impact of specific characteristics such as race and education on earnings, both before and after training. To measure how these characteristics related to earnings after completion of vocational training, we fit multiple regression equation to the post-training earnings of early starting vocational trainees. These equations included variables to control both for personal characteristics of the trainees and for characteristics of their training experience.

Because early starters began training shortly after separation from the service, we could not ascertain directly how their personal characteristics related to earnings prior to training. Instead, we first estimated how the personal characteristics of late starters affected their pre-training earnings. We then assumed that the effect of these characteristics on early starters' earnings in the absence of training would have been about the same as that measured for late starters. This is is the same assumption we made in predicting what the earning level of early starters would be in the absence of training.

The results with respect to racial difference were striking. Prior to training, the earnings of blacks were in the neighborhood of 15% lower than the earnings of similar non-blacks. After training, there was no significant racial earnings differential.

Clearly blacks gained much more from training than similar non-blacks. This may be because training provides critical job skills, or because training institutions also serve as placement and career counseling centers,[1] or because training serves a screening process, that helps to identify able and willing workers, or all three of the above. Whatever the explanation, the finding itself provides positive evidence that a voucher type system can be relied on to help blacks participate in the labor market on an equal footing with other segments of society.

Our results for other personal characteristics of vocational trainees also tended to support the hypothesis that target groups do better than average. For instance, training reduces the percentage difference between groups with less than a high school education and those with more education.

Analysis of the effects of on-the-job training, with respect to race and prior education, gave results similar to those derived for vocational training.

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[1] Studies of the job finding and career counseling process always show that blacks are more dependent on the various formal sources of information--e.g. public employment service. Technical institutes may be an efficient source of this information and thus be relatively more productive for blacks.

CHAPTER 3

PARTICIPATION: PATTERNS, TRENDS, AND DETERMINANTS

The preceding chapters have shown that much of the training under the GI Bill leads to increased earnings for trainees. Vocational training supported by the GI Bill appears to be more productive than was the more traditional institutional training under the MDTA program. On-the-job training under the GI Bill and MDTA have similar effects on earnings, but those earning effects appear to be related more to gaining entry into selected occupations than to the training itself. Correspondence courses apparently have no noticeable effect on earnings, and college training, which other studies have shown to be productive, was examined only cursorily here because of limitations in the data.

The detailed analysis shows that training is particularly valuable for traditionally disadvantaged groups - blacks and others with low levels of prior educational attainment. This is important because a major concern about use of vouchers for delivery of educational benefits is whether disadvantaged groups who can be expected to gain the most from education are able to make effective use of the vouchers. Three issues about the use of vouchers are important:

- Do the disadvantaged use the vouchers at all?
- Do they use them productively?
- Do variations in benefit levels affect participation?

This chapter briefly reviews the use of GI Bill educational benefits since World War II, and examines in detail how the participation of Vietnam era veterans is related to prior educational attainment, racial background, achievement test scores, and a number of other demographic, economic, and program variables.[1]

HISTORICAL PATTERNS IN THE USE OF BENEFITS

The proportion of eligible veterans using their educational benefits has varied among the three different entitlements represented by the three GI Bills. As shown on the

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[1] The data in this chapter on participation rate trends and differentials (except those presented in table 2) relate to a specific sub-group of Vietnam era veterans -- enlisted men who separated from active duty, had completed one term, and also had a reserve obligation. The major groups omitted are: female veterans, officers, retirees, those who separated after more than 6 years of service, and those who received medical or unsuitability discharges. It does include individuals who separated before completing their tour of duty but who the military considered as having satisfactorily completed their obligation (so called "early outs"). The most serious omission would appear to be the group who receive medical or unsuitability discharges. Many of these individuals are eligible for GI Bill benefits. And since this group may contain disproportionately more minority individuals and individuals with low AFQT and educational attainment, some of our findings with regard to differential participation behavior may not reflect the total universe of eligibles. However, our group is by far the largest one so that it is unlikely that inclusion of the unsuitable discharge group would significantly change our findings with regard to overall differentials in participation by colar and/or prior schooling.

TABLE 7

COMPARISON OF CUMULATIVE PARTICIPATION RATES AND OF TYPES OF TRAINING SELECTED UNDER THREE GI BILLS

Participation and type of training	(1) World War II	(2) Korean conflict	(3) Post-Korean	(4) Vietnam era	(5) Post-Korean conflict (total)[a]
Total veteran population	15,440,000	5,509,000	3,092,000	7,597,000	10,689,000
Percent ever in training	50.5%	43.4%	41.5%	59.3%	54.1%
Total ever in training	7,800,000	2,391,000	1,281,715	4,503,933	5,785,648[c]
Percent dist. by type[b]	100.0%	100.0%	100.0%	100.0%	100.0%
College	28.6	50.7	51.0	54.2	53.5
Other schools	44.6	36.0	43.1	[illegible]	37.9
On-the-job trainees	17.9	9.3	4.7	8.9	8.0
Farm trainees	8.8	4.0	1.1	.4	.6

Source: Information Bulletin, Department of Veterans Benefits, Veterans Administration, DVB IB 20-75-9, June 1975; Appendix B, table 11, p. 49.

[a] Includes both Vietnam era veterans and the peacetime post-Korean veterans who became eligible retroactively with the passage of the Vietnam era program.

[b] The categories used are very aggregative. Under the present program "College" includes two-year non-degree granting schools and correspondence schools which have VA approval and that offer college level courses. However, teh bulk are undergraduate degree-granting the schools with the veteran in either part-time or full-time attendance. "Other schools" are primarily vocational/technical schools with about half of these veterans enrolled in correspondence courses and the other half attending institutions. The category also includes flight training, and veterans who are using (or had used) the GI Bill to obtain high school courses. "On-the-job trainees" are about evenly divided between formal apprenticeship situations and less formal on-the-job training arrangements. The "mix" within these broad type categories may have shifted significantly from one bill to the next and this must be kept in mind in making inter-bill comparisons. Indeed, it is highly likely that the recent growth in two-year community colleges plays a role in accounting for some of the inter-bill trends toward relatively more college attendance.

[c] Includes 610,212 personnel still in service.

second line in table 7, about 50% of eligible World War II veterans used their benefits, compared to 43% of Korean War veterans, 41% of the "peacetime" post-Korean war veterans who served in the military some time between January 1955 and August 1964 and 59% of Vietnam era veterans.

The low utilization of benefits by the peacetime post-Korean group relative to the World War II and Korean groups reflects the fact that this group did not know they were going to be eligible for benefits until after most of them had been separated from active duty for at least 6 years. By this time many of the veterans had completed post-secondary education and training, financing it themselves, while many others were so far along in their civilian career paths as to make the opportunity cost of attending schools very large.[1]

The comparison shown in table 7 is misleading, however, because it does not control for the amount of time that eligible veterans have left in which to exercise their entitlement.[1] For World War II veterans, the data show their "terminal" or ultimate participation rates after all of them had passed through their entire eight year eligibility period. Many of the 7.6 million Vietnam era veterans who had entered eligible status as of June 1975 and have not yet used their benefits may still choose to do so, however.

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[1] It would be interesting to compare the overall level of education and training attained by peacetime post-Korean veterans with that attained by Vietnam era veterans. Since we know that the peacetime group financed less of their post-secondary education and training through the GI Bill, the comparison would shed some light on the broad question of whether the GI Bill subsidy increases investment in education and training or replaces investments that would have taken place anyway.

In any eligible cohort of veterans, the proportion that has ever used benefits typically increases with time out of service. Figure 7 illustrates how participation has increased over time for a cohort of enlisted reservists who were released between July and December 1968. Analysis of participation rates among different cohorts of veterans released from service in succeeding 6 month periods shows that a larger proportion of those released more recently have used benefits in the first year. Also, there are indications that terminal participation rates among the more recently released groups will be higher. Thus, by the time eligibility has run out for the whole group of veterans now included in the table, participation will be significantly higher than 59%.

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[1] It also does not take into account possible changes in the amount of benefits used per participant between the two bills. The increase in the fraction going for formal degrees surely worked to increase benefits per participant. However, there appears to have been a slight decline in the percent collecting full-time benefits, and this works to decrease the benefit amount per participant.

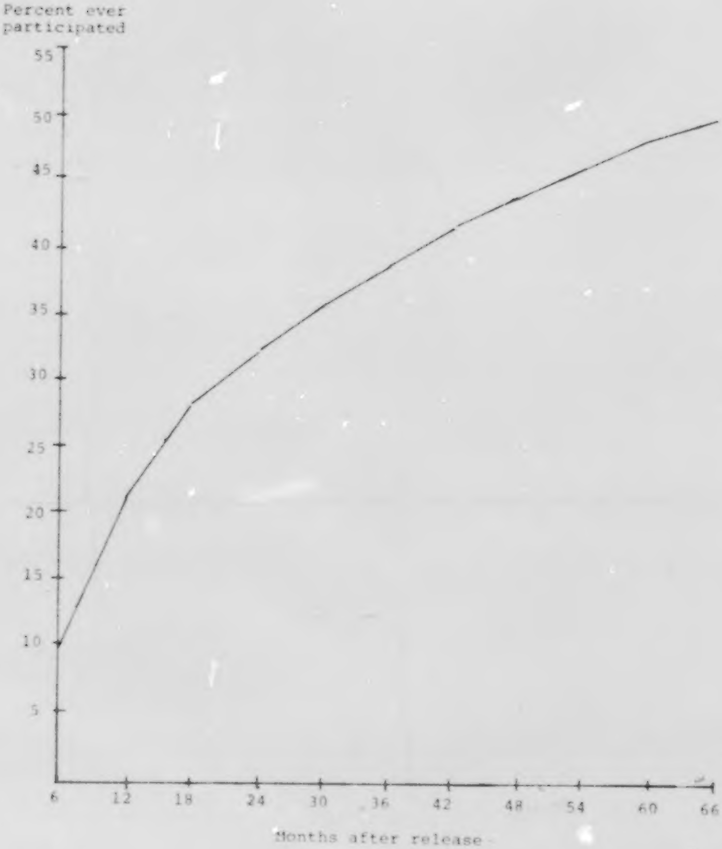


Figure 7: Cumulative Participation in GI Bill Training by a Cohort of Enlisted Reservists from Service During July-Decmeber 1968

TRENDS IN PARTICIPATION

Table 8 shows in more detail how participation by Vietnam era veterans has been changing. The data cover the period July 1968 to December 1973. Each row of the table refers to one separatee cohort - a group of enlisted veterans with reserve obligations who separated from active duty during a given six month period. The number in parenthesis at the beginning of each row shows the percent of each cohort that had begun GI Bill training while still on active duty. The columns represent successive six month intervals and the entries in the table show the cumulative percent of the cohort who had ever used benefits by the end of each six month time interval.

For the earliest separatee cohort in our data (the bottom row in table 8) we show participation rates over the entire post-separation period -- 1 percent began participation while on active duty, a total of 9.8% began participation by the end of the first six month interval, a total of 21.1 percent in the first twelve months, and so on until by 66 months, a total of 50.2 percent of the cohort had begun participation.

For more recent separatee cohorts, we observe only a part of this 66 month period, with the span of observation getting smaller and smaller as we move to successively more recent cohorts. For the most recent cohort (separated during July-December 1973) we have only observed its participation (26.7 percent) in the first six month interval.

TABLE 8

CUMULATIVE GI BILL PARTICIPATION RATES BY ENLISTED VETERANS WITH RESERVE OBLIGATION BY SIX MONTH TIME PERIOD 1968-1973

Separatee cohort		July-Dec. '68	Jan.-June '69	July-Dec. '69	Jan.-June '70	July-Dec. '70	Jan.-June '71	July-Dec. '71	Jan.-June '72	July-Dec. '72	Jan.-June '73	July-Dec. '73	Dec.'74
July-Dec.'73											*(.123)	.267	
Jan.-June'73										(.091)	.228	.374	
July-Dec.'72									(.072)	.226	.412	.487	
Jan.-Jun'72								(.037)	.150	.330	.406	.455	
July-Dec.'71							(.029)	.165	.326	.408	.456	.493	
Jan.-June'71						(.020)	.163	.329	.395	.442	.478	.507	
July-Dec.'70					(.022)	.161	.322	.402	.446	.482	.512	.544	
Jan.-June'70				(.017)	.127	.291	.356	.407	.441	.472	.499	.521	
July-Dec.'69			(.016)	.109	.238	.322	.368	.408	.438	.466	.492	.512	
Jan.-June'69		(.014)	.099	.246	.307	.361	.398	.431	.458	.483	.507	.526	
July-Dec.'68	(.010)	.098	.211	.282	.320	.359	.389	.417	.441	.464	.485	.502	
Ave. annual unemploy. rate													
Males 20-24		5.0	4.8	5.6	7.0	10.1	10.2	10.4	9.7	8.8	7.6	6.8	
Males 25-51		1.7	1.6	1.7	2.5	3.2	3.4	3.7	3.3	2.9	2.7	2.4	
Monthly full-time allowance - single vet - no dependents		130	130	130	130/175	175	175	175	175	175/220	220	220	270
CPI, all items		105.7	108.5	111.7	115.2	118.1	120.2	122.4	124.2	126.4	130.1	136.0	150.6
Purchasing power of GI allowance		1.23	1.20	1.16	1.13/1.52	1.48	1.46	1.43	1.41	1.38/1.74	1.69	1.79	1.79

*Number in parentheses is the proportion who began participation before release from active duty.

Source: Participation rates from data provided by MARDAC. Unemployment rates and CPI are from BLS publications. The number of observations underlying each cohort shown is very large - e.g., over 3 million enlisted reservists have separated between June 1968 and the present. Thus there is typically about 300,000 enlisted reservists in each separatee cohort shown.

As noted above, the duration of eligibility is quite long. Thus the eligibility of our most recent separatee cohort still had about nine years to run. Even for this limited period, however, the cohort data strongly suggest that an upward trend in utilization has taken place since 1968. Cumulative participation for the cohort that separated during July-December 1970 had already exceeded that of the July-December 1968 cohort by the end of our time period.

THE EFFECT OF ECONOMIC FACTORS ON PARTICIPATION

Table 8 shows that first period participation rates have varied considerably since 1968. To determine what may have caused that variation, we examined two factors that appear to have influenced participation: job availability and the monthly benefit amount. Both were changing during the period -- the real value of the benefit amount rose, although the rise was not steady, and unemployment went through a wide cyclic swing from very low unemployment to very high unemployment and back to relatively low unemployment by the end of the period.

If everything else remained constant, increases in benefit amount, by reducing the cost of training, should lead to increased participation. The expected direction of the effect of unemployment, however, is not clear. When unemployment increases, an important component of the relative cost of training -- the amount of earnings foregone -- declines, and this would operate to increase participation. At the same time, however, high unemployment also causes the general level of disposable income available to most families and individuals to decline. This would operate to reduce participation, especially among veterans with dependent children, by making it more difficult to finance education costs not covered by the GI Bill subsidy.

Figure 5 shows the real value of benefits and participation by each cohort during the first 6 month interval. That participation increases sharply when benefit levels increase lends support for the hypothesis that the benefit amount is a strong determinant of participation. To develop a more complete explanation of why participation rates vary, we estimated a regression equation in which participation rates are determined by five variables reflecting economic conditions and personal characteristics of the eligible veterans. The variables in the equation are:

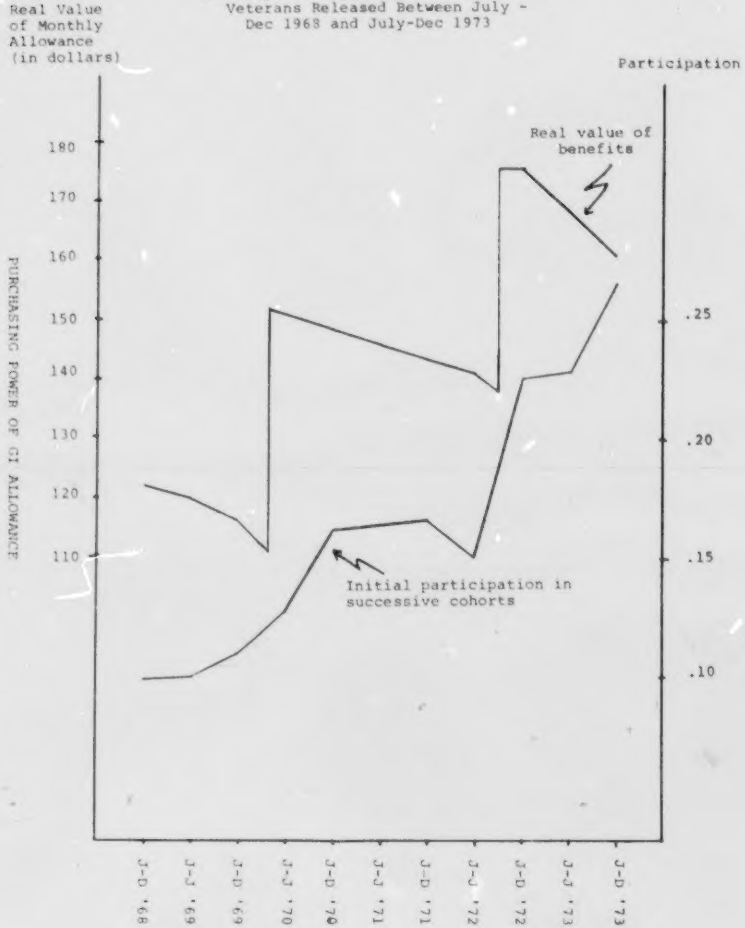
Dependent variable

Y = cumulative participation fraction

Independent variables

R = race dummy: 0 if non-black, 1 if black

Figure 5: Real Value of Benefits and First Period Participation by Successive Cohorts of Veterans Released Between July - Dec 1968 and July-Dec 1973



A = AFQT[1] indicator: 0=<31, 1=31-47, 2=47+

T = time out of service

E = real value of basic entitlements (monthly allowance ÷ CPI)

U = unemployment rate of adult males, age 25+.

Our equation is not meant to describe precisely the full relation between benefit amount, unemployment, time out of service and cohort participation. To model these relations satisfactorily requires more complex statistical techniques. It is adequate, however, to detect the direction of the net effect of each of the independent variables on participation.

A model including interaction terms was estimated by multiple regression analysis, using cumulative participation data tabulated for four separate race/AFQT groups.[2] An individual observation was the cumulative participation rate (CPR_{ij}) of the *ith* separatee cohort, j months after separating from active duty. There are 66 CPR_{ij}'s for each of the four race/AFQT groups and thus there are 264 (4 x 66) observations in the regression.

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[1] The Armed Forces Qualification Test, which is given to every youth when he is initially examined for military service, contains 100 questions equally distributed among four areas -- vocabulary, arithmetic, spatial relations and mechanical. It is to be stressed that it is *not* designed to measure *only* innate ability characteristics -- it is an achievement type test rather than an IQ type test. For details see: Barnard Karpinos, AFQT: Historical Data (1958-1972), HumRRO Corp., Alexandria, Va., 1975.

[2] The groups were: black with AFQT<31, black with AFQT 31<47, non-black with AFQT 31<47 and non-black AFQT>47. All the groups are high school graduates or more. We did not include non-high school graduates because certain programatic changes make it difficult to measure trends in the cumulative participation data precisely.

The estimated equation was:

$$Y = -.59 + \underset{(6.08)}{.047R} + \underset{(17.4)}{.095A} + \underset{(11.7)}{.037T} - \underset{(14.9)}{.00018T^2} + \underset{(9.4)}{.36E}$$

$$- \underset{(4.4)}{.008E \cdot T} + \underset{(3.5)}{.03U} - \underset{(7.36)}{.003U \cdot T}$$

$$R^2_{Adj} = .905$$

("t" values are in parentheses)

The signs of the partial regression coefficients for the variables are consistent with expectations and they are all statistically significant.

The results indicate that veterans are more likely to enter training when unemployment rates are high, implying that the training subsidy becomes more attractive when forgone earnings diminish. One immediate implication of this finding is that the on-going economic recovery will have a negative impact on GI Bill utilization.[1] The analysis here is consistent with the view, presented in the previous chapter on earnings effects, that individuals participate in the program upon leaving service when they have poor job opportunities open to them.

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[1] This assumes that the effect of unemployment on both re-entrants and on the average duration per participant are either in the same direction or do not outweigh the positive effect on new entrants.

PARTICIPATION BY DISADVANTAGED VETERANS

The above aggregate regression shows that blacks have a higher cumulative participation rate than non-blacks. We now analyze in more detail the effects of demographic factors, such as race, on the participation decision. Table 9 shows the use of benefits by Vietnam era veterans broken down by race, prior education, and AFQT scores.

The most striking fact revealed by these data is that while black and non-black Vietnam era veterans have had about the same rate of participation in the GI Bill -- 50.9 percent for blacks and 50.5 percent for non-blacks, black veterans participate more than non-black veterans within every AFQT/prior education cell. The reason that these differentials disappear in the aggregate is that blacks have much lower distributions of AFQT scores and years of school completed at separation and (as can be seen in table 9) GI Bill participation is positively correlated with both these factors within each race group.

The data in tables 10 and 11 show that the color differential in participation rates is not the result of blacks

TABLE 9

CUMULATIVE PERCENT EVER PARTICIPATING IN GI BILL TRAINING AS OF MARCH 1974 AMONG FIRST-TERM ENLISTEES[a] WHO SEPARATED FROM ACTIVE DUTY BETWEEN JUNE 1968 AND DECEMBER 1973, BY COLOR, PRIOR SCHOOLING AND AFQT SCORE

(Number of Observations in Parentheses)

	AFQT			
Race	<31	31-46	47+	Total[b]
Non-High School Graduates				
Black	38.7 (41,790)	43.2 (9,899)	45.1 (3,392)	40.2 (63,146)
Non-black	29.5 (145,609)	33.3 (84,908)	38.8 (87,602)	33.6 (360,732)
High School Graduates				
Black	48.1 (120,012)	55.3 (50,247)	61.3 (40,384)	53.9 (230,646)
Non-black	38.9 (228,337)	45.4 (340,208)	56.8 (1,591,455)	53.1 (2,349,124)

Source: Cross tabulations provided by MARDAC, Office of the Assistant Secretary of Defense for Manpower and Reserve Affairs, Department of Defense.

[a] Data relate only to a specific sub-group of Vietnam era veterans -- enlisted men who separated from active duty after one term of service and who also had a reserve obligation. The major groups omitted are: female veterans, officers, those who separated after more than 6 years of active duty, and those who received medical or unsuitability discharges. The patterns of participation by schooling, AFQT and color may be different among these groups.

[b] Includes those whose AFQT score was unknown.

TABLE 10

DISTRIBUTION BY TYPE OF TRAINING[a] OF PARTICIPANTS AMONG FIRST TERM ENLISTEES[b] WHO SEPARATED FROM ACTIVE DUTY DURING FY 1969, BY RACE, SCHOOLING, AND AFQT SCORE
(PERCENT DISTRIBUTION)

	Non-Black						Black					
	<HS.			HSG+			<HS			HSG+		
	AFQT: <31	31 <47	47+	< 31	31 <47	47+	AFQT: <31	31 <47	47+	< 31	31 <47	47+
TYPE TRAINING	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%+	100%	100%
College Level	13.8	19.1	31.5	39.6	46.4	61.4	19.9	27.3	38.4	48.7	56.5	66.8
Voc/Tech Institutions	22.5	20.8	17.9	19.5	15.4	9.3	33.2	31.3	22.5	30.4	22.2	12.9
OJT	20.0	19.9	19.3	17.2	18.0	13.8	14.8	14.4	14.1	7.8	9.8	10.3
All Correspondence	36.0	34.7	28.0	22.5	19.8	15.4	20.4	17.5	16.7	12.3	10.3	9.5
Other	7.6	5.5	3.2	.7	.4	.1	11.7	9.4	8.3	.8	.7	.4
Number of Observations	8484	7168	7615	17,770	39,593	209,459	2744	1044	396	12,247	7938	6737

Source: Cross tabulations provided by MARDAC, Office of the Asst. Sec. of Defense for Manpower and Reserve Affairs, Dept. of Defense.

[a] The type of training is the one the veteran was enrolled in at the time of most recent termination or the one he is currently enrolled in.

[b] Data relate only to a specific sub-group of Vietnam era veterans -- enlisted men who separated from active duty after one term of service and who also had a reserve obligation. The major groups omitted are -- female veterans, officers, retirees, those who separated after more than 6 years of active duty, and those who received medical or unsuitability discharges. The patterns of participation by schooling, AFQT and race may be different among these groups.

TABLE 11

MEDIAN NUMBER OF BENEFIT MONTHS USED AS OF MARCH 1974 OF A SAMPLE OF PARTICIPANTS AMONG FIRST TERM ENLISTEES[a] WHO SEPARATED FROM ACTIVE DUTY IN FY 69 BY COLOR, SCHOOLING, AND AFQT SCORE

(Number of Observations in Parentheses)

	Race and AFQT:					
	Non-Black			Black		
Ed.	<31	31-46	>46	<31	31-46	>46
<12	4.1 (800)	4.6 (687)	7.8 (743)	4.59 (221)	4.64 (108)	5.17 (37)
12	9.6 (1783)	11.9 (3810)	16.5 (15799)	13.19 (1215)	15.23 (716)	19.84 (568)
13-15	17.7 (71)	19.4 (247)	20.6 (3401)	17.09 (82)	16.80 (54)	20.43 (89)
16+	b (5)	10.2 (44)	12.2 (784)	b (10)	11.52 (23)	18.46 (31)

Source: Calculated from data supplied by the Department of Defense, the Veterans Administration, and the Social Security Administration. See appendix A.

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[a] Data relate only to a specific sub-group of Vietnam era veterans -- enlisted men who separated from active duty after one term of service and who also had a reserve obligation. The major groups omitted are -- female veterans, officers, retirees, those who separated after more than 6 years of active duty, and those who received medical or unsuitability discharges. The patterns of participation by schooling, AFQT and race may be different among these groups.

[b] Ten or fewer observations.

enrolling in less demanding types of courses and/or utilizing less benefits per participant. Indeed the data indicate that there are differentials in the same direction with regard to these two dimensions of utilization as well -- i.e., holding AFQT and schooling level constant, black veterans participate more in courses leading to formal degrees and utilize more entitlement per participant than similar non-black veterans do.[1]

The other striking pattern in tables 9, 10, and 11 is the relationship between amount of prior schooling, general ability and achievement (as measured by the AFQT), and utilization of GI Bill entitlement. Each of these factors has an independent influence on participation and, since AFQT level is itself positively correlated with prior schooling, the resulting differential by education completed is quite large.

A number of factors other than prior schooling and AFQT differ by race and may also influence participation. For example, the military occupations differ by race and may influence participation in the GI Bill. Having obtained training in a highly technical skill while on active duty may encourage further training after separation. Where a veteran lives can influence costs because of differences across states in the amount of public subdization.

---

[1] It is legitimate to ask here why the belief that blacks used the GI Bill less than whites has become so widespread. One important factor is that blacks tend to wait longer than whites before starting to use their benefits. Thus if the comparison is made among a group of veterans that have recently separated from active duty, white participation will be higher. Most of the special follow-up surveys of veterans have been of recently separated veterans.

To isolate the independent effects of race and prior schooling from these other factors, we analyzed the use of benefits by approximately 70,000 veterans who separated from active duty during FY 1969, using multiple regression analysis. The regression equation consists of a dummy dependent variable ($Y=1$ for a participant and $Y=0$ for a veteran who had not, as of March 1974, begun participation), and 36 independent variables (X_i), reflecting the veteran's background (age, race, test score, marital status, prior educational attainment, and location of residence) and his military experience (branch of service, military occupation, theater of service, and rank at discharge).[1]

The results show that even after controlling for all of the factors in the equation, the participation rate of blacks exceeds that of non-blacks by 9 percentage points and participation of high school graduates exceeds that of non-high school graduates by 13 percentage points.

Since those with relatively little prior education are an important object of public concern, the differential by level of prior schooling is disturbing. Of course, to some extent we expect greater participation among those with more schooling at separation simply because they have more ways in which to use the bill -- college level courses as well as vocational and on-the-job training. The influence of prior schooling is probably reinforced by the tendency of most states to subsidize degree-granting post-secondary schools more heavily than proprietary vocational schools. Thus the differential in the level of participation by education is probably not too relevant for the issue of how well voucher delivery systems serve the disadvantaged. More relevant is whether or not the participation of educationally disadvantaged veterans respond to changes in benefit amount and other factors influencing the costs and benefits.

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[1] Details of the regressions are shown in appendix E.

Earlier we presented evidence on earnings effects -- the educationally disadvantaged veterans who participate in vocational training and OJT do appear to gain substantially in earnings. Figure 9 shows that the participation of the educationally disadvantaged has responded to recent changes in GI Bill benefit amount by more than that of the educationally advantaged veterans.[1] The chart shows the percentage increment in the number of veterans in training between successive

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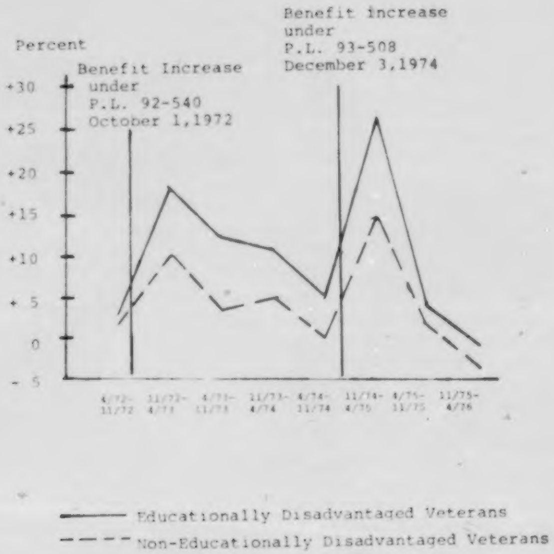
[1] The authors would like to thank Mr. Al Peden of the VA staff for calling our attention to this fact and making the results of his study available to us before it was published.

Figure 9: Percentage Growth in the Number of Veterans in Training



Source: Veterans Benefits Under Current Programs: Information Bulletin, Department of Veterans Benefits, VA, DVB IB 20-76-5, April 1976, Chart 3, p. 23.

April to November and November to April time periods. These are peak enrollment months given the general timing of school semesters. The two vertical lines indicate when the most recent increases in the benefit amount took place.[1] There is a sharp increase in the number of trainees after each benefit amount increase, with the educationally disadvantaged responding more than others.

Note also the greater response (by both education groups) to the latest increase in benefit amount, despite the fact that it was a smaller increase. This reflects the additional effect on participation of the severe downturn in the economy that also took place during 1974-75.[2]

As a result of this greater responsiveness, the difference in benefit usage by high school graduates and non-graduates has narrowed substantially throughout the course of the Vietnam era program. The latest data available from the VA show that between November 1973 and November 1975 the differential by education in the percent of Vietnam era veterans who ever trained has narrowed.

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[1] Because of the sharp acceleration in inflation during 1974, the most recent increase represented only about a 19% increase in real terms (i.e., the benefit amount divided by the Consumer Price Index) over the previous year's benefit, while the earlier one was about a 24% increase.

[2] This increase in unemployment would also operate to produce a greater response to increased benefits by the educationally disadvantaged since cyclical increases in unemployment tend to fall more heavily on less educated workers. Thus the educationally disadvantaged veterans experienced a greater increase in the incentive to participate. This might explain why their response was greater than that of other veterans. The study by Peden which separates out the effects of benefit amount and unemployment changes, shows that the participation of the educationally disadvantaged still responds by more than that of other veterans.

Two other factors that may underlie the narrowing are the VA's OUTREACH program and the large increase in the PRedischarge Education Program (PREP) that has taken place since 1972. The OUTREACH program involves sending letters to educationally disadvantaged veterans soon after discharge, reminding them of their benefit entitlement and encouraging participation in the program.

The PREP program makes an effort to encourage and assist educationally disadvantaged service personnel to prepare for their future by providing secondary or remedial training as necessary prior to discharge. Starting in 1972 the military, under order from Congress, started sending more and more educationally disadvantaged servicemen for PREP courses in lieu of directly administering them a high school equivalency test. This PREP training may have led some educationally disadvantaged servicemen, who would not have done so, to participate in the GI Bill subsequently as veterans. It is too early to have been able to assemble the type of follow-up data required to estimate the effect of the increase in PREP on subsequent participation.[1]

In summary, the data on use of benefits show that:

o A higher proportion of blacks use their GI Bill training entitlement than do non-blacks with similar characteristics.

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[1] A recent study by the VA suggests that the effect of PREP on subsequent participation, if it exists at all, may not be very large. See, The Use of "Free Entitlement" Under the Vietnam Era GI Bill, prepared by: Reports and Statistics Service (042a1) Office of the Controller, Veterans Administration, August 1976.

- Disadvantaged groups use their benefits to support real training. That is, they do not enroll in less demanding programs and they do not use less of their entitlements.
- Veterans with relatively low prior educational attainment do not use their entitlements at as high a rate as those with higher attainments, but the gap in utilization is diminishing.
- The use of benefit entitlements is influenced by the real value of benefits. When benefit levels are raised, participation increases. As the real value of benefits is eroded by inflation, participation diminishes.
- The proportion of Vietnam era veterans who will ever make use of their benefit entitlements will be substantially higher than that of veterans in earlier periods.

We interpret these results as support for the GI Bill as a voucher program. Clearly, the findings about the differentials by race and the vigorous response of participation by the educationally disadvantaged veterans to changes in benefit amount, combined with our findings on earnings gains, suggest that the clients served by manpower programs are aware of the benefits of education and can be expected to use vouchers successfully.

CHAPTER 4

SUMMARY AND CONCLUSIONS

Three basic questions must be answered in assessing the utility of a voucher system for funding training programs:

- Do suppliers respond to the market incentive by offering valuable training?
- Do trainees respond to the market incentive by taking up the opportunity of valuable training?
- Does a voucher system lead to better outcomes than alternative delivery systems?

This study has shown that suppliers do respond to incentives by providing valuable training. We judged the value of training on the narrow criterion of whether training financed by the GI Bill led, on average, to higher earnings for participating veterans. Since the earnings of most workers grow over time as the workers gain experience, returns to training cannot be measured simply by looking at earnings growth after training; one must compare the earnings of trainees to the earnings of individuals who differ from trainees only in that they did not go through training.

The procedure we used involved matching trainees and non-trainees on the basis of personal characteristics and, most importantly, on the basis of earning capacity as measured by prior labor market experience. Four types of training were analyzed in this way: vocational training, on-the-job training, college training, and correspondence training. Since vocational and on-the-job training are similar to training supported by other programs administered by the Labor Department, we concentrated on them in the analysis, and our most important findings relate to those types of training.

The results of the analysis showed that:

- Vocational training increases the earnings of trainees to a level about 10 percent above what they would have earned in the absence of training.
- Vocational training is particularly valuable for blacks who gain $500-$600 per year more in annual earnings than do otherwise similar non-black trainees.
- On-the-job training is also associated with higher earnings although, for many of the trainees, the higher earnings are realized when training begins.

This suggests that higher earnings associated more with having gained entry to a given occupation than with the particular skills imparted through the training. The availability of funding leads to only slightly improved access to OJT opportunities.

- Correspondence training requires no loss of income during the training period but produces no gain in earnings when it has been completed.

In analyzing patterns of use of benefits, the study also showed that eligible veterans respond to the opportunity for training provided by the GI Bill. Concentrating on veterans released from active duty since 1968, the study found that the use of GI Bill benefits is already higher than it was in earlier groups of veterans, and total use will exceed its current level when eligibility has ended.

The principal concern of this part of the study was to determine if veterans normally thought of as targets of public policy -- minorities and those with limited prior education -- make good use of available benefits. The importance of this issue was demonstrated in the discussion of earnings where it was shown that blacks tend to gain relatively more from training than do non-blacks. The question is, do they take advantage of the opportunity provided by the GI Bill? The study showed that:

- On average, blacks and non-blacks use benefits at about the same rate but, in groups with equal prior education and achievement test scores, blacks use benefits at a substantially higher rate.
- Within each test score and prior education group, blacks attend college and vocational training at a higher rate than non-blacks, but use OJT at a lower rate, perhaps reflecting restrictions on entry into certain occupations.
- When race and test score are held constant, veterans with less prior education use benefits at a lower rate than those with more prior education. Recent trends indicate that this gap in usage is narrowing.

Ultimately, judgment of voucher funding of training must rest on two issues: First, is training received under a voucher system more efficient than training received from more traditional delivery systems? The study addressed this issue only peripherally by comparing earnings effects of vocational training under the GI Bill and estimates, drawn from other studies, of the effects of institutional training under the MDTA program. The principal conclusion is that voucher funding produces a greater increase in earnings. Whether this is because the trainee has been able to select courses more to his taste and he therefore performs better, or because training provided in response to demand expressed through the market is more closely aligned with job opportunities for trainees, or for some other reason, must remain a subject for future study.

Second, is voucher funding preferable on grounds other than the efficiency of the delivery system? The answer to this second question cannot be extracted from the kind of analysis presented here. One of the main virtues of a voucher system is that it does not substitute the judgment of a central decision-maker for that of the individual. Reliance on the trainee to choose what is best for him reflects a basic vote of confidence in the individual by society. That is a value in itself, and, although it cannot easily be assessed, it may outweigh all other considerations about alternative delivery systems.

APPENDIX A

ADMINISTRATIVE PROCEDURES TO CONTROL FRAUD AND MAINTAIN QUALITY

BACKGROUND

The administrative system now in use by the VA evolved after World War II. The amount of fraud in the early years of the GI Bill of World War II led to development of a control system heavily oriented toward preventing (or, at least, minimizing) fraud.

The original GI Bill was not meant to provide schooling for all veterans who had served honorably.[1] Each veteran had to demonstrate that his educational/training plans had been interrupted by the war. There was also an age limitation and a requirement for minimum length of course.

A relatively small, self-policing program was envisaged. Only a minimal administrative apparatus was set up for approving schools. The approval function was entrusted to the states, but no special administrative funding was provided. It was expected that the program would not require anything more than what states were already doing in school licensing.

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[1] Most of this historical material is taken from: Final Report on Educational Assistance to Veterans: A Comparative Study of Three GI Bills, Committee Print #18, Chapter 12, Committee on Veterans' Affairs, United States Senate, September 20, 1973.

Under the reimbursement system, the student had little pecuniary incentive to watch tuition costs. He received a living expense allowance, and the VA reimbursed the school for its tuition fee. The veteran received the same amount for living expenses, regardless of the tuition costs,[1] as long as the school was considered genuine by the VA.

In late 1945, the original 1944 GI Bill legislation was amended, creating the type of entitlement program we have today. All a veteran had to do to establish basic eligiblity was to have served on active duty for a minimum number of months and been discharged under circumstances other than dishonorable.

A large number of proprietary institutions came into being in response to a sudden increase in demand. Unfortunately there was no correspondingly rapid increase in control mechanisms to monitor the greatly expanded program. Not surprisingly, large numbers of veterans and schools were tempted to take unfair advantage of the system.[2] Thus, in addition to a great increase in the effective demand for genuine education and training, there was also a great increase in the opportunity for fraud.

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[1] There was, however, a maximum amount that the VA would pay for tuition (in 1948 it was $500). Also, the initial GI Bill was, to a slight degree, means-tested. The subsistence allowance (which was $75 in 1948) was reduced if the veteran's earnings exceeded a specific amount.

[2] In fairness to the veterans involved, it should be pointed out that the regulations at the time did not provide explicit guidelines about including or excluding avocational courses. Also, there was a greater sentiment that all veterans should be allowed to share in benefits.

Both the press and the General Accounting Office documented abuses and the succeeding GI Bills included substantial reforms. The reimbursement system was changed so that a flat amount was paid to the veteran to help with both tuition and living costs. Thus, the amount he had left over to cover living expenses became a direct function of how well he had searched the market for the most efficient (least cost) school.[1] The State Approval Agency (SAA) network was formally established, funded, and given detailed rules and guidelines.

Despite all these actions, the VA's present approval system does not lack for critics.[2] There are two related, but still quite distinct, categories of concern.

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[1] Ironically, this reimbursement system, originally introduced to increase efficiency, has recently become an important and controversial source of inequity in the program. The reason is that veterans who live in states where school receive heavy tax support pay lower tuitions than veterans in other states, even though all receive the same allowance from the VA.

[2] The study done by the Educational Testing Service for the Senate Committee on Veterans' Affairs, op. cit., and the Ralph Nader-sponsored study, The Discarded Army, by Paul Start (Charter House, New York City, 1973) are examples of highly critical surveys. The study by Levitan and Zickler, Swords Into Plowshares: Our GI Bill (Olympus, Salt Lake City, 1973), is moderately critical. A recent study sponsored by the Office of Education, Private Accreditation Public Eligibility, H. Orlans, et al., is only mildlycritical, even tending to conclude that, compared with existing alternatives, the VA system is not bad.

First, there is the feeling that many of the proprietary voc-tech schools still manage to bilk the system in ways that, if not constituting outright fraud, are close to it. The main sources of evidence for this concern are the periodic newspaper series that dramatize cases in which schools have engaged in false or misleading advertising or have run into financial troubles that leave students with no training and no tuition refund. Owners are usually painted as money-grubbing businessmen with little concern for the students' well being. Invariably, the writers discover that more than 40% of expenditures go for advertising, salesmen's commissions, and other selling costs.[1]

The other category of concern, although less dramatic, is potentially more serious. Essentially, the argument here is that although the VA may have devised a fine system for minimizing fraud, it has no procedures that focus on maintaining and monitoring the quality of the training received. The most detailed statement of this line of criticism is contained in the recent study that the Educational Testing Service conducted for the Senate Committee on Veterans' Affairs.[2] Quality of training means how well the course content and teachers impart the skill, the availability of job vacancies requiring the skill, and the earnings effects of training. Although there have been survey studies that tried to measure these outcome dimensions, the VA had not, until recently, made a continuing effort to monitor these dimensions of the quality of training.

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[1] Although a large expenditure for advertising is always taken to be a bad thing, the precise argument is never spelled out. In another context -- that of delivering manpower services to the disadvantaged -- these activities are respectable and are called "outreach." It is also noteworthy that there is no evidence that any large volume of complaints is received by VA regional offices from abused veterans. Officials of two SSA offices were queried by the authors on this issue (since the regional VA office forwards all complaints to the SSA). Both said the number of complaints received each year was minute relative to the number of students being served. Of course, this type of evidence is not conclusive, since it is possible that dissatisfied students may not complain, preferring to chalk it up to experience.

[2] *Final Report on Educational Assistance*..., *op. cit.*

After reviewing the current VA approval system in detail and comparing it with the approval system now used in the Basic Opportunity Grants (BOGs) program of the Department of Health, Education and Welfare (HEW), we shall return to these concerns and try to assess their validity.

THE VA/SSA SYSTEM IN DETAIL

As with all Federally funded programs that serve individuals throughout the country, an understanding of what goes on at the local level requires a knowledge both of Federal laws and regulations (reflecting the desires of both Congress and the Federal program administrators) and the ways in which local administrators interpret the Federal rules and regulations and, in general, go about their jobs. After describing the Federal rules and regulations that shape the system, we describe how SSA and VA administrators report their work. We shall discuss the costs of the VA approval mechanism and the latest available data.

Federal Laws and Regulations

The key Federal statutes covering the administration of GI Bill educational benefits are U.S. Code, Title 38, Chapters 34 and 36, and Code of Federal Regulations, Title 38, Section 21. Sections of Chapter 36, USC, establish a system of State Approving Agencies (to be designated by the Governors) that have the approval authority and actually carry out the approval and monitoring functions. Although a school or an individual veteran can ask for VA review, in practice the states have the final say. The Federal administrators at VA shape the system most by requiring the State Approving Agencies to carry out their approval and monitoring functions within a framework of rules and regulations. Although some of these provisions have large discretionary components, many leave little authority to the states.

Schools. Most of the specific Federal regulations are aimed at protecting the VA (ultimately the taxpayer) and the veteran against low-quality instruction, fraud, and other sharp practices by owners of non-degree-granting schools. These schools usually offer highly specialized vocational training that does not lead to formal degrees. Any proprietary, non-degree-granting institution must have been operating for two years before it can obtain approval, and no more than 85% of the enrollees can receive benefits under the GI Bill. The most recent amendments to the law (December 1974) require that all non-degree-granting institutions (this includes both proprietary and public institutions, just so long as the course leads to a purely vocational objective) must provide "...justification showing that at least one-half of the persons who completed such course over the preceding two-year period, and who are not unavailable for employment, have been employed in the occupational category for which the course was designed to provide training."[1] Previously this provision had applied only when the vocational objective was "sales management" which, like bartending,[2] had acquired a notorious reputation for abuse under the first GI Bill. The new amendment was passed in response to newspaper exposés as well as public hearings held by the Federal Trade Commission into false and misleading advertising. This type of requirement is clearly a step toward monitoring the outcomes of the training provided by individual schools, as opposed to simply minimizing the number of unscrupulous institutions competing for the veterans' entitlement. Are the costs of the new restriction likely to be justified by improvements in the quality of training received? Can the quality dimensions of training be measured accurately by the survey questions that were chosen? We shall return to these issues at the end of the chapter.

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[1] Subsection (1), Section 203, Title II, Public Law 93-508, 93rd Congress, H.R. 12628, Dec. 3, 1974.

[2] Subsection (a)(1), Section 1673, Chapter 34, Title 38, U.S.C. absolutely forbids "any bartending course or personality development course." This ban is still in effect.

Monitoring Student Progress. Another set of Federal regulations is aimed as much as policing the behavior of the student as the behavior of the proprietor of the vocational school. Most of these regulations, contained in sub-part D, Part 21, Title 38, Code of Federal Regulations, include all the details of what each school must do in monitoring the student's progress and reporting it to the VA -- in general, making sure that the flow of benefit payment checks is matched by attendance and achievement on tests and in class. Requirements are sharply different between the degree-granting and non-degree-granting institutions and their students.

Non-degree-granting schools are required to keep records of their students' previous education and training, as well as daily attendance and academic progress. Degree-granting schools, on the other hand, are specifically exempted from the requirement to keep attendance records.

Non-degree-granting schools must certify to the VA every quarter that the student is in good standing academically and must report his attendance record for the month. If these quarterly certifications are not sent in, or if absences are excessive or grades are poor, the veteran loses his monthly benefit allowance. Degree-granting schools are exempt from this requirement, too; a student is eligible to start receiving benefit checks as soon as the school notifies the VA that he is registered and has enrolled in his courses. The only monitoring requirement is that this initial certification tell when the courses covered by the current enrollment will end and (for colleges and universities with year-round enrollment) the dates when classes will be interrupted for vacation, holidays, etc. Thus, once a veteran has been certified as having enrolled at a degree-granting college or university, he can continue to receive his checks for as long as a year before the school must submit another written certification.

The regulations require all schools (both degree and non-degree) to report to the VA any terminations for unsatisfactory progress and to report as soon as possible.[1] But a veteran in a degree-granting school can give up studying after a month and go on receiving checks for a quarter, semester, or, in some cases, even a year before the college or university becomes aware of his poor performance. If the veteran were attending a non-degree-granting school, this situation could arise only if the school owners were willing to break the law by helping him commit outright fraud.

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[1] Also, degree-granting schools face the possibility of having to reimburse the VA for benefits paid to veterans who were not in attendance if this non-attendance is discovered by the VA. The degree-granting schools, although not required to take attendance, therefore have a pecuniary incentive to do so. According to VA officials, some colleges have been certifying enrollments on a semester or school-year basis because of this potential liability.

It is clear that veterans in non-degree-granting schools are monitored much more closely than in degree-granting institutions.[1] This relative emphasis is not surprising, given the VA's early experiences with misuse and abuses, mainly with proprietary non-degree schools.

Overall Student Motivation and Progress. A few of the Federal regulations related primarily to monitoring the extent to which the veteran is earnestly pursuing a vocational or educational objective.

When the veteran first applies, he is asked to detail his previous education and training. At the end of the form, the veteran is warned that willful false statements of fact about prior education or job training experience is punishable by forfeiture of benefits, criminal penalties, or both. This application is screened by a veterans claims examiner to be sure that the program of education or training desired does not overlap previous training. For example, a veteran who attended electronics school in the service and who applied for benefits to enroll in a correspondence course leading to some kind of certificate as an electronics technician, would probably have to justify the situation to the benefits officer in a regional VA office.

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[1] The regulations defining "full-time student" is another important source of differential treatment between veterans enrolled in the two classes of schools. In a degree-granting school, the veteran qualifies for a full-time stipend by having enrolled in enough courses for his total credit-hours to exceed a specified minimum. In a non-degree-granting school, the veteran must attend classes for at least a specified number of "clock-hours" per week, to qualify for a full-time stipend; however, the minimal number of clock-hours per week almost always exceeds the number of classroom attendance hours per week associated with the minimum course credit-hour requirement (e.g., 15 credits usually means 15 hours per week of classroom lectures). Thus, for veterans in the two schools to be receiving equal benefits relative to full costs incurred (i.e., foregone earnings and leisure as well as direct tuition costs), it must be assumed that students in degree-granting courses forgo more leisure and part-time earnings as a result of study at home ("homework") than students in non-degree courses do. Without systematic empirical research, it is not possible to tell whether this is a plausible assumption. A host of factors are involved: location of part-time employment, flexibility of the schedule of classroom hours, etc.

Some of the more blatant abuses of the correspondence course mode of training, using it either to obtain avocational training or merely to acquire an appliance (e.g., build a TV set at home as part of an electronics course) can thus be filtered out at the application stage. In addition, special requirements relating to enrollment in correspondence courses are aimed specifically at curbing abuses: The veteran must pay 10% of the cost of the course, and there must be a 10-day cooling-off period, to minimize the chance that a salesman will push the uncertain veteran into something he does not want.

A veteran is limited in the number of times he can freely change the objective he is pursuing with his entitlement - he is allowed to make one change without justifying it. Any changes after that must be justified; the veteran must come to a regional VA office and present his case to an educational counselor, who may or may not approve the change.

State Approving Agencies

Employees of the 80 State Approving Agencies (SAAs) actually carry out the approving and monitoring functions for the VA. The Governor of each state either designates an existing agency to assume the responsibility (usually the state department of education) or creates a new agency to approve and monitor courses for veterans.[1]

The VA is willing to reimburse the states for costs incurred, and most states do in fact charge the VA for most of the additional costs. But even if all the additional costs are paid, the VA still benefits by tapping the expertise of the local personnel concerning the past histories of specific schools. The reason is that a non-degree-graning school must have been in operation for two years before it can apply for approval to serve veterans.

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[1] Since state departments of education perform similar tasks in executing their own basic licensing function, most of the SAAs are divisions of the states' departments of education. As of 1974-75, 29 SAAs were complete subdivisions of state departments of education, 14 were divided between state departments of education and state departments of labor (with the Department of Labor responsible for the on-the-job programs), one was fully a part of the state's department of labor, and the remainder were divided equally between being subdivisions of state veterans affairs departments and being, apparently, independent administrative units. This information was derived from the mailing addresses of the SAA's, contained in the 1974-75 issue of the directory issued by the National Association of State Approving Agencies.

The SAAs carry out the three basic functions: they approve schools, they monitor approved schools, and they investigate complaints that the regional VA office receives from dissatisfied students and school owners.[1]

The Approval Function. According to the law, each state must designate one or more of its own government agencies to carry out the approval function. This is in contrast to the approach used by HEW to administer its Basic Opportunity Grants (BOGs) program. Under BOGs, the state governments essentially share approval authority with various national accrediting associations recognized by HEW.

According to Section 1775 of Chapter 36, Title 38, USC, the SAA may accept the accreditation of a school's courses as enough evidence for granting approval. The accrediting agency or association itself must be one that is approved by the U.S. Office of Education.

The SAAs can (and do) require any school (in principle, this means colleges and universities as well as non-degree-granting schools) to pass a detailed approval inspection administered by the SAA staff (a "1776" approval). Sub-section 1776(c) of Chapter 36, Title 38, USC, lists these 14 points that SAA must apply as standards:

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[1] In general, the VA receives very few complaints from veterans pertaining to performance of schools. It does, perhaps surprisingly, receive a few complaints each year from schools about veterans who are not performing well enough. The school administrators would like to work with the veteran through the SAA to improve his performance rather than drop him.

"(c) The appropriate State approving agency may approve the application of such institution when the institution and its nonaccredited courses are found upon investigation to have met the following criteria:

(1) The courses, curriculum, and instruction are consistent in quality, content, and length with similar courses in public schools and other private schools in the State, with recognized accepted standards.

(2) There is in the institution adequate space, equipment, instructional material, and instructor personnel to provide training of good quality.

(3) Educational and experience qualifications of directors, administrators and instructors are adequate.

(4) The institution maintains a written record of the previous education and training of the eligible person and clearly indicates that appropriate credit has been given by the institution for previous education and training, with the training period shortened proportionately and the eligible person and the Administrator so notified.

(5) A copy of the course outline, schedule of tuition, fees, and other charges, regulations pertaining to absence, grading policy, and rules of operation and conduct will be furnished each eligible person upon enrollment.

(6) Upon completion of training, the eligible person is given a certificate by the institution indicating the approved course and indicating that training was satisfactorily completed.

(7) Adequate records as prescribed by the State approving agency are kept to show attendance and progress or grades, and satisfactory standards relating to attendance, progress and conduct are enforced.

(8) The institution complies with all local, city, county, municipal, State, and Federal regulations, such as fire codes, building and sanitation codes. The State approving agency may require such evidence of compliance as is deemed necessary.

(9) The institution is financially sound and capable of fulfilling its commitments for training.

(10) The institution does not utilize advertising of any type which is erroneous or misleading, either by actual statement, omission, or intimation. The institution shall not be deemed to have met this requirement until the State approving agency (A) has ascertained from the Federal Trade Commission whether the Commission has issued an order to the institution to cease and desist from any act or practice, and (B) has, if such an order has been issued, given due weight to that fact.

(11) The institution does not exceed its enrollment limitations as established by the State approving agency.

(12) The institution's administrators, directors, owners, and instructors are of good reputation and character.

(13) The institution has and maintains a policy for the refund of the unused portion of tuition, fees, and other charges in the event the eligible person fails to enter the course or withdraws or is discontinued therefrom at any time prior to completion and such policy must provide that the amount charged to the eligible person for tuition, fees, and other charges for a portion of the course shall not exceed the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length.

(14) Such additional criteria as may be deemed necessary by the State approving agency."

A school with accreditation from an eligible association may, nevertheless, be denied approval status to serve veterans; while a school that has been denied private accreditation may obtain approval to serve veterans. The use of the 1776 approach, both to deny accredited schools and to approve non-accredited ones, is almost exclusively for non-degree-granting proprietary schools. Many non-degree-granting schools that are non-accredited obtain approval from the SAAs. Figures for 1971 show that of the 6,597 schools offering non-degree courses that were approved for veterans, only 2,025 were also accredited by associations recognized by HEW.[1]

The Orlans study also reported wide differences of opinion among state education administrators as to the reliability of private accrediting associations, especially for non-degree-granting vocational schools. The proportion of approved non-degree schools that obtain a 1775 (vs. a 1776) approval for their courses, was only about 25% in 1975, although this proportion varies considerably across states.[2]

The Monitoring Function. In addition to obtaining initial approval, a school must also be prepared for periodic (unannounced) visits from SAA officials to check on the maintenance standards. These periodic monitoring visits, required by Federal regulations, are a distinctive feature of the VA's system.[3]

The prevailing practice is to concentrate almost all the strict monitoring efforts of the SAA on non-degree-granting schools.

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[1] Harold Orlans, et al., Private Accreditation and Public Eligibility, prepared for the Office of Planning, Budgeting and Evaluation of the U.S. Office of Education, Oct., 1974.

[2] Ibid., table 6, pp. 368-370, Vol. II.

[3] As contrasted with the BOGs program, which includes no monitoring provisions.

Although the reimbursement formula used by the VA is based on factors that specify the number of visits to be made per institution,[1] the current practice is to confine unannounced inspections to non-degree-granting schools, visiting each at least once a year. The SAA resources devoted to colleges and universities are used mainly for helping to smooth relations between schools and veterans, or between schools and the VA.

In addition to the monitoring by the SAA, there is monitoring by the regional VA offices. They have compliance staffs, who conduct their own periodic (unannounced) inspection visits. Each year the compliance staff selects a sample[2] of schools to inspect. They work with the SAA staff to select schools believed to be on the borderline of compliance.

The Complaint Response Function. Every complaint by a veteran relating to treatment and service from a school (or from an employer, in OJT) is filed with the regional VA office, which then forwards it to the responsible SAA office for investigation. At present, there is no central compilation of complaint records within the VA. SAA agencies in Baltimore and D.C. reported no more than 10 or 20 complaints a year from students. However, the absence of complaints does not necessarily imply absence of dissatisfaction. Students could be dissatisfied and just not bother to report it.

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[1] One visit per institution of higher learning (IHL), 2 visits per below-college-level (BCL) school, and 2 visits per OJT site.

[2] In some cases, almost 100% of schools are surveyed. The VA is now laying greater emphasis on this function.

Costs of the Approval/Monitoring System. In FY 1974 the VA expended approximately $19 million on the approval and monitoring functions. Table 1 divides these expenditures among the three groups involved - the SAAs, the schools, and the regional VA compliance teams. In contracting with VA, the SAAs use a formula for estimating expenses that allocates one full-time inspector for each 150 visits per year; every five inspectors have one supervisor. On the average, the cost per visit (to any school institution) was about $170 in FY 1974. (For OJT sites, it was about $50 per visit.) The average cost per visit varied from state to state because of differences in salaries, school mix, etc.

TABLE 1

VA EXPENDITURES ON APPROVAL AND MONITORING ACTIVITIES
FOR THE GI BILL EDUCATIONAL ENTITLEMENT PROGRAM: FY 1974

Organization	Amount
State Approving Agencies	$11.6 million
School Reporting Activities	4.8
Compliance Activity by Regional VA Staff	3.0[a]
Total	$19.4 million

[a] Estimated from data covering all activities at the VA's regional office.

Source: Budget Staff, Department of Veterans Benefits, Veterans Administration.

Each school can choose to be reimbursed for the costs of submitting certifications and other reports that the VA requires of schools that participate in the GI Bill. To compute the amount, the number of eligible persons enrolled as of October 31 is multiplied by $3. If the school has agreed to receive and hold advance payment checks for any of its veteran students, it can collect an additional $1 for each such student.

THE APPROVAL SYSTEM USED IN THE BOGs PROGRAM

It is interesting to compare the VA system with the procedures used by HEW to administer its BOGs program.[1] BOGs is similar to the GI Bill in that eligible students can use the entitlement to defray the cost of attending a wide range of post-secondary institutions - including non-degree-granting proprietary schools.[2] It differs sharply from the GI Bill only with regard to determination of student eligibility. Though GI Bill eligiblity is independent of needs, eligibility for BOGs is closely related to the income level of the student and his family.

There are other, minor differences between the two programs. Eligibility for BOGs is confined to students with high school diplomas (or equivalent), and the post-secondary courses they take must be at least 6 months long; neither of these restrictions is in the GI Bill. Also, under BOGs the amount of entitlement received is partly tied to the amount of tuition cost incurred; therefore, the pecuniary incentive to search for lower cost schools, although present, is not as strong as under the GI Bill.[1]

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[1] It is likely that the GI Bill educational entitlement (for entering recruits) will end soon. When this happens, the BOGs program will probably be expanded and the question of whose approval system to use -- HEW's or the VA's -- may arise.

[2] However, it does not appear that BOGs can be used for correspondence courses or for OJT, important areas of utilization under the GI Bill. Also, the proprietary school must be accredited by an organization that is approved by HEW.

But, for the most part, the programs are very similar and provide a basis for comparing types of approval systems. They are both educational/training voucher programs covering a similar universe of schools and students. They have quite different types of approval/monitoring systems, however.

Under BOGs the states do not have the sole authority for granting eligibility to schools; essentially, they share it with the various accrediting associations approved by HEW. According to Federal regulations, a proprietary school must have both private accreditation and state licensure. Unlike the VA system, the states cannot approve a school that lacks (or has not applied for) accreditation. Perhaps the most important difference between the VA and HEW systems, however, is in the monitoring of the performance of schools and students. The BOGs regulations make no provision for any kind of mandatory monitoring; schools are not required to keep daily attendance records or send in monthly certification reports.

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[1] Under BOGs the maximum amount of entitlement is currently $1,400 a year, or half the estimated total cost of education or training (tuition plus living costs) during the year, whichever is lower. Thus, as long as half the sum of tuition and living costs exceeds $1,400, the student has a dollar more for living expenses for every dollar he saves on tuition costs. Once the figure falls below $1,400, he has only 50 cents more for living costs out of every $1 saved on tuition.

The only visits the schools can expect are from the private accreditation association -- there are no unannounced visits from a public regulatory body.

SUMMARY

At the beginning of this chapter, we set out two types of criticisms that are often leveled at the VA's system: (1) that there are still a significant number of fraudulent and misleading proprietary schools abusing the system, and (2) that the system needs systematic administrative procedures for monitoring the quality of the outcomes of the training delivered (e.g., whether or not earnings and employment are affected, and by how much).

We believe the description of VA rules and regulations and of the practices of the SAAs has shed some light on the first concern. On the basis of this review, it appears reasonable to make the following assessment: The system of administration by the SAAs (who are themselves usually employees of the state's department of education) can make it unlikely that fraudulent and/or misleading activities are important, if the system operates and the rules are enforced. A veteran who wants to cheat must find a proprietary school that is willing to go along. But a school owner who intends fraud faces a series of requirements and controls administered by the state. Without the tacit cooperation of state education administrators, it appears highly unlikely that the GI Bill presents a highly profitable prospect to proprietary school operations intent on fraud.

With regard to the second question -- whether a voucher-type education/training program should attempt to measure the quality of training output directly -- it is difficult to make any conclusive statements.[1] As noted above, Congress recently directed the VA to impose such a requirement on all schools that give courses leading to purely vocational objectives. These schools, as a condition of retaining approval for serving veterans, will have to survey past graduates to find out how many of them are utilizing the training on their current jobs. If, for any course, the percentage falls below 50, the school can no longer enroll new GI Bill trainees in that course. Is this a useful approach for the approval-monitoring system to take?

This requirement will impose costs on the system. Schools will have to raise their tuition to cover the costs of administering the survey, collating the results, sending summary reports to the SAA office, etc. The important questions, therefore, are whether this is likely to raise the average level of the quality of training delivered, and by how much.

Even if we assume that all problems of accurately surveying the target population are overcome, it is not obvious that the measure for quality of output -- percentage of graduates who use the training on their current jobs -- is a good proxy measure for the more fundamental dimensions of quality, that is, the average effect of the training on the earnings and employment stability of all terminees, both completers and non-completers.

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[1] Although the government may not have to monitor the quality of outcomes continually at individual schools it should, nonetheless still make periodic general studies and measurements of outcomes under the program. There will always be problems. Even if the market is working well it takes time for the lower quality schools to be weeded out, and this will mean that some students will be hurt. All that is implied is that the losses imposed on students because of market imperfections will not be appreciably lessened (and may increase) relative to the cost of carrying out the various plans proposed for monitoring the outcomes of individual schools.

First, the emphasis on percentage of completers does not give any weight to the completion rate itself. Although the VA reporting requirements do require that the school include data on completion rates as well as the percentage of completers in training-related occupations, it is not apparent how this information is to be used.[1]

Second, although the survey attempts to find out whether the graduate does not later use his schooling for reasons beyond control by the school, the questionnaire may miss less clear-cut cases. For example, the graduate may simply change his mind after graduation and decide that the craft is not for him, that there is too much pressure on the job, etc. This person will lower the school's utilization rate. If the schools' counseling and screening functions were sharper, they might have weeded out this person. But if the school offers training in fields that are currently in high demand and is delivering quality instruction in the classroom, should it lose eligibility because of a weak counseling program?

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[1] Some use will be made of the completion rate data in connection with the expanded cooperative effort between the VA and FTC to crack down on schools that use false and misleading advertising and recruiting practices. In determining which schools to refer to the FTC for investigation, the VA plans to use the data in completion rates derived from the reports of use of schooling in the jobs that follow.

Finally, if the market mechanism functions for training subsidized by vouchers, then schools that show up poorly on the surveys would not be in business for long.

These are difficult questions, given the crudity of knowledge about how markets operate to convey information about school quality and how quickly students obtain this information and act on it. The new eligibility requirement based on utilization rate may improve quality enough to justify the additional costs -- but it may not.

It would be prudent not to deny eligibility to schools on the basis of these survey findings during the first few years.[1] During this period, the results of the surveys can be collected, tabulated, and analyzed and their costs estimated. Schools that report low utilization rates can be investigated. After the experience of a few years, we will be in a better position to know whether the approval system should incorporate the utilization rate percentage as a condition for denying eligibility.

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[1] The wording of the existing legislation provides a statutory requirement for the VA to deny new enrollment if a school fails the employment utilization test. The above option would thus require that Congress amend the law.

APPENDIX B

DESCRIPTION OF DATA

Much of the data used in this study was drawn from a data file created especially for the project. This file[1] contains information from the data files of three government agencies -- the Department of Defense, the Veterans Administration and the Social Security Administration. Information is available for a 10% sample of enlisted men who separated from active duty during fiscal 1969 after having completed one term of service and have a reserve commitment. The sample totaled 69,408 veterans. Not all FY69 separatees were in the sample universe. The major omitted groups are females, officers, those who separated after six or more years of active service, and those who received medical or unsuitability discharges. The sample does, however, include individuals who separated before completing their tour of duty but were considered by the military as having satisfactorily completed their obligation (so called "early outs").

The file consists of two tapes. One contains information for 34,621 veterans who had begun participation in the GI Bill educational entitlements program by March 31, 1974 ("Users").

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[1] For a formal documentation of our file giving tape characteristics, contents of fields, etc. see: D. O'Neill and S. Ross, *Documentation of the VET-MERGE File* (Public Research Institute, PRI 214-75, Arlington, Virginia, 1975).

The other contains information for 34,787 veterans who had not begun participation as of this same data ("Non-Users").

For both groups, the Department of Defense Manpower Research and Data Analysis Center (MARDAC) provided Department of Defense information from their "Post-Service File." This includes such military information as pay grade at discharge, branch of service, military occupational specialty (MOS), duty in Vietnam indicator, score on the Armed Forces Qualifying Test (AFQT), as well as socio-demographic information such as race, education at time of separation, date of birth, state of residence at discharge, marital status, and number of dependents.

In addition, the MARDAC Post Service File contains information from a mail-survey of veterans, taken ten months after separation. The items covered included updates of education level, marital status, and number of dependents, as well as information on employment status, weekly income and hours worked, and training status. Complete data from the ten-month survey are available for only 65.0 percent of Users and 62.3 percent of Non-Users.[1]

The complete Social Security Administration (SSA) "Summary Earnings Record" for each veteran is also in both tapes. This record includes the amount of annual covered earnings (up to the taxable maximum for that year) for each year since 1951; a quarterly pattern indicator for each year, which indicates for each quarter whether $0, $1-$50, or more than $50 of covered earnings were reported; and a self-employment/agricultural indicator for each year. The records are not complete for 1974.

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[1] About four percent of Non-Users returned partially complete questionnaires.

In addition to the above, the user tape includes information provided by the VA on beginning and ending dates for training, type of training, full-time/part-time dates, and months of entitlement used. The training record does not contain any direct information on whether or not courses were completed, or whether or not the individual participated continuously. A continuity measure was developed from information that was available. An individual was counted as a continuous participant if he had been enrolled full time and the ratio of his months of entitlement used to the difference between his termination date and initial entry date was greater than one-half. Table B-1 shows how the users in our file are distributed by type of training continuity, and where they started training.

TABLE B-1

DISTRIBUTION OF USERS[a] BY TIMING AND
CONTINUITY PATTERNS, BY TYPE
OF TRAINING

Timing and Continuity Pattern	Type Training			
	College Level	Voc-Tech	OJT	Correspondence[b]
Start before 1971 full-time and continuous or part-time	66.4	50.4	62.0	49.1
Start before 1971 full-time and discontinuous	12.3	11.9	8.9	
Start after January 1, 1971	21.3	36.7	29.1	50.9
Sample size[c]	n=16,398	n=3,524	n=3,965	n=4,125

[a] This table covers a somewhat larger group of users than we used above for comparing earning profiles. The group includes users who were still enrolled in training as of March 1974 and users who had too many years of zero reported earnings in their summary earnings record. Both these groups are excluded from all of our analyses that involve comparisons of earnings profiles.

[b] There is no way of measuring continuity of participation for correspondence course users with the information in our file. This is because the amount of entitlement charged to an individual veteran depends only on the cost of the course -- i.e., it is not related to how long it will take the individual to complete.

[c] Note that the total in this table (=28,012) differ from the total users in our file (34,621). The others did not have usable entries in one or more of the variables used in the table.

APPENDIX C

USING SOCIAL SECURITY DATA TO MEASURE EARNINGS

There are two basic problems in using the Social Security Administration's Summary Earnings Record (SER) data to estimate the actual total annual earnings of an individual: (1) accounting for earnings from employment in uncovered occupations and industries and (2) estimating total earnings of individuals who were in covered employment but who earned more than the maximum earnings that are subject to the social security tax (we will call this amount "tax-max").

ACCOUNTING FOR UNCOVERED EMPLOYMENT

In order to reduce biases due to the problem of failing to include earnings from uncovered employment, we dropped individual records from use in analysis. We used the following exclusion rules: For non-users we eliminated records if, for any calendar year between 1969 and 1974, the individual had no reported earnings: For users we eliminated records if no reported earnings were found in any calendar year after the year in which he terminated training. The basic rationale for this rule is that very few individuals who are not in school stay unemployed for 52 weeks or more, and thus it is highly likely that an individual with no reported covered earnings during an entire year is working in uncovered employment, rather than being out of work. For non-users, about 18% were excluded because of one or more years with no reported earnings, and for users, approximately 13% were excluded.

The procedure will cause our inferences to be biased if two conditions hold -- (1) the excluded workers who are in uncovered employment have average earnings that differ from those individuals in our sample who are not excluded, and (2) there are differences in the proportion of trainees and non-trainees who are in uncovered employment. Thus for example, if a higher proportion of GI Bill users tend to go into federal government jobs (which are uncovered by social security) than non-users do, and earnings in these jobs are above the user's average, our data will contain a bias against finding an effect of training on earnings. If only condition (1) holds, the overall level of our earnings estimates will be biased but between group comparisons will be valid.

ESTIMATING EARNINGS ABOVE THE TAXABLE MAXIMUM

For the group who were not excluded and whose reported covered earnings in a given year were less than the tax-max, we simply took their reported earnings as equal to their total earnings. For any year in which annual earnings were greater than or equal to the tax-max, we used a procedure for estimating their total earnings that utilized information in the SER file on quarterly amounts reported. We projected total earnings by assuming that the tax-max was reached at the mid-point of the last non-zero earnings quarter of the year, or at the beginning of the quarter, if $1 - $49 was reported for that quarter, and that income was received at a constant rate through the year. If the projected figure was less than the reported figure, the larger reported figure was used.

For example, in 1972, an individual had reported earnings equal to the tax-max of $9,000 and the coverage pattern indicated that more than $50 in wages was reported in the fourth quarter (Q-IV) of 1972. We assumed that $9,000 was earned in 3-1/2 quarters. This equals $2,571.43 per quarter, or a projection of $10,286 for the entire year.

Fourth quarter 1974 earnings had not been posted for some of our observations, and thus we had to devise procedures to take this into account. If Q-IV earnings had not been posted and reported, earnings in the first three quarters exceeded three-fourths of tax max (but were less than tax-max), the observation was treated as if tax-max would be reached at the mid-point of Q-IV; that is, 1974 earnings were set equal to four times tax-max divided by 3-1/2. If earnings in the first three quarters were less than three-fourths of the 1974 tax-max, 1974 earnings were set equal to four-thirds times the reported earnings in the first three quarters. If Q-IV earnings had been posted, or if tax-max had been reached by the end of Q-III, 1974 figures were handled as in earlier years.

Table C-1 shows both the tax-max earnings level and the percentage of users and non-users who had reached the tax-max for each year, 1969-1974. In most cases an adjustment was needed. Moreover, in the great majority of cases where adjustments were required, some earnings were reported in all four quarters. Our estimating procedure is most reliable for these cases.

TABLE C-1

MAXIMUM EARNINGS SUBJECT TO THE SOCIAL SECURITY TAX AND THE PERCENT OF VETERANS WITH EARNINGS AT OR ABOVE THE MAXIMUM: 1969-1974

Year	Tax-max Earnings	Percent at Tax-max by Participation Status: Users	Non-users
1969	$ 7,800	7.1%	13.9%
1970	7,800	18.9	31.4
1971	7,800	28.7	43.6
1972	9,000	28.9	41.6
1973	10,800	25.1	34.7
1974	13,200	15.4	18.0

EVIDENCE ON RELIABILITY OF EARNINGS ESTIMATES

The cross tabs presented in table C-2 are designed to permit tests of the intuitive plausibility of our estimated earnings profiles. The profiles for the groups in the top two tiers of table C-2 are designed to show how their time patterns are consistent with fluctuations in overal economic conditions during the period. The sharp downturn between 1973-74 is evident, as is the downturn during 70-71, and the subsequent recovery during 72-73.

The general patterns of mean earnings by education, race, and AFQT for non-users shown in the bottom tier of table C-2, for the most part, in line with what we know about earnings patterns from census and other data.

TABLE C-2

ESTIMATED LONGITUDINAL ANNUAL EARNINGS PROFILES (1968-1974) FOR VARIOUS SUBGROUPS IN THE VET-MERGE FILE

Subgroup	1968	1969	1970	1971	1972	1973	1974
By Participation Status							
(26,795) All Users	$2586	$4196	$5011	$5525	$6611	$7817	$8410
(18,209) Users (term.only[a])	2575	4089	4865	5458	6707	8256	9035
(26,067) All Nonusers	2673	5305	6531	7231	8292	9450	9878
By Race							
(5,091) All Blacks	2417	4147	5059	5513	6410	7270	7378
(50,975) All Nonblacks	2640	4792	5807	6398	7440	8628	9139
(3,877) Blacks (term.only)	2409	4143	5066	5567	6545	7550	7745
(43,317) Nonblacks (term.only)	2645	4854	5892	6533	7641	8941	9510
Nonusers by education, AFQT, and Race							
ED<12							
AFQT <31							
Black (406[b])	2174	3725	4568	5088	5921	6794	6486
Nonblack (2108)	2292	4393	5342	5911	6827	7852	8035
AFQT 31-46							
Black (110)	2360	3863	4844	5351	6314	6959	7562
Nonblack (1273)	2561	4528	5604	6234	6973	8136	8401
AFQT 47+							
Black (23)	2363	3949	4953	5306	6859	7484	6451
Nonblack (1019)	2628	4870	5752	6364	7300	8332	8734
ED=12							
AFQT <31							
Black (942)	2374	4372	5617	6289	7292	8240	8242
Nonblack (2485)	2524	5075	6302	6962	7990	9115	9399
AFQT 31-46							
Black (391)	2592	4823	5750	6451	7583	8700	8788
Nonblack (3655)	2700	5329	6485	7213	8258	9340	9711
AFQT 47+							
Black (228)	2859	5279	6467	7230	8568	9648	10034
Nonblack (10,352)	2826	5645	6881	7590	8709	9901	10404
ED >12							
AFQT <31							
Black (63)	2324	4092	6416	6951	8349	8965	9499
Nonblack (93)	2382	5133	7015	7463	8677	10085	10371
AFQT 31-46							
Black (45)	2483	4650	6055	6463	7108	8419	8408
Nonblack (241)	2569	5597	7374	8206	9499	10726	11517
AFQT 47+							
Black (39)	2876	6096	7740	8071	8658	10085	11439
Nonblack (2588)	2769	6144	7891	8781	9994	11464	12399

[a] Excludes those users who were still enrolled in training as of March 1974.

[b] Number of veterans used in calculated mean earnings.

APPENDIX D

TECHNICAL APPENDIX TO CHAPTER 2

EFFECT OF VOCATIONAL TRAINING ON EARNINGS

Comparison Group Earnings Profiles

To obtain estimates of what the earnings of vocational trainees would have been in 1971-74 in the absence of training, we first estimated a multiple regression equation for non-user earnings in the years 1971, 1972, 1973, and 1974. Independent variables included both personal characteristics and earnings in 1969 and 1970. The coefficients of the two prior earnings variables in these equations were used to adjust post 1970 earnings for differences in early job opportunities.

$$(1) \qquad Y_t = \alpha_t + \sum_{i=1}^{m} \beta_{it} X_i + \gamma_t Y_{69} + \delta_t Y_{70}$$

where:

t = 1971, 1972, 1973, and 1974

X_i = personal characteristics (prior schooling, AFQT score, etc.) of non-users

Y = annual earnings of non-users.

We then estimated what the earnings of users would have been in 1971, 1972, 1973, and 1974 by adjusting average non-user earnings ($\overline{Y}_t$) in these years for the effects of differences between the non-user and user population in earnings potential and in personal characteristics (the X_i). In symbols we computed:

$$\hat{Y}_t = \bar{Y}_t + \gamma_t(Y_{69}-\bar{Y}_{69}) + \delta_t(\bar{Y}_{70}-Y_{70}) + \sum_{i=1} \beta_{it}(\bar{X}_i-\dot{X}_i) \quad (2)$$

where:

Y = projected earnings of comparison group

$\bar{Y}_t$ = mean earnings of non-users in year t

$\hat{Y}_t$ = estimated earnings of users in year t

$\bar{X}_i$ = mean characteristics of non-users

X_i = mean characteristics of users

It turned out that the slight differences between early starting voc-tech users and non-users in the personnal characteristics were small and did not lead to significant earnings difference holding prior earnings constant.

Table D-1 gives the values of γ and δ that were estimated from equation (1). All coefficients are statistically significant.

TABLE D-1

ESTIMATED VALUES OF γ_t AND δ_t

t=	γ_t	δ_t
1971	.16	.71
1972	.26	.63
1973	.31	.61
1974	.29	.68

The γ and β values show how much greater earnings in year t would be given a $1 increase in earnings in 1969 and 1970. For instance, earnings in 1971 would be 16 cents greater for a $1 increase in 1969 earnings, 71 cents greater for a $1 increase in 1970 earnings. The reader can reconstruct the estimated profiles in table 8 by combining the values of γ and β with the values of potential user earnings in 1969 and 1970 (row I in table 1) and the values of non-user earnings shown in table 2.

Earnings of Sub-Groups of Vocational Users

In chapter 2 we presented data for only one of fourteen groups of early starting users. We did not show any data for part-time users or full-time users who participated discontinuously. The following tables show earnings profiles for these other groups.

Table D-2 shows earnings profiles of all groups of "early starting" and continuous category trainees. All groups shown started training before January 1, 1971. The group shown in chapter 2 is indicated by an arrow. We mentioned in chapter 2 that the earnings gain of this group typified the gain for all full-time/continuous groups, except for the group that started during 1970 and terminated in 1971. This assertion can be verified by comparing the profiles in table D-2 with the comparison group profile in table 2 of chapter 2.

TABLE D-2

EARNINGS PROFILES FOR SELECTED VOCATIONAL TRAINEE GROUPS BY PART-TIME/FULL-TIME STATUS, YEAR TRAINING BEGAN AND YEAR TRAINING TERMINATED

Estimated earnings in year:	Attended Full-Time[a]					Attended Part-Time				
	Started before 1970			Started during 1970		Started before 1970			Started during 1970	
	Year terminated trng.			Year terminated trng.		Year terminated trng.			Year terminated trng.	
	1970	1971	1972	1971	1972	1970	1971	1972	1971	1972
1969	$2,677	2,847	3,496	4,365	4,180	5,200	4,626	4,276	5,096	4,391
1970	3,753	2,245	3,481	3,665	3,509	6,433	5,692	5,680	5,722	5,225
1971	6,452	4,482	2,701	4,718	1,861	7,571	6,810	5,790	6,290	6,830
1972	7,545	7,817	4,634	7,079	4,838	8,879	8,454	6,892	7,818	6,830
1973	8,895	9,098	7,797	8,125	8,264	10,045	9,351	9,036	8,888	8,628
1974	9,280	9,438	9,061	8,217	9,538	10,391	9,460	9,575	9,253	9,429
Months of entitlement used	$\bar{E}=11.7$	$\bar{E}=18.5$	$\bar{E}=24.2$	$\bar{E}=9.0$	$\bar{E}=16.8$	$\bar{E}=5.0$	$\bar{E}=10.3$	$\bar{E}=12.4$	$\bar{E}=5.1$	$\bar{E}=10.2$
Sample Size	n=243	n=126	n=46	n=180	n=52	n=147	n=88	n=54	n=123	n=35

---

[a] Includes only those who participated continuously.

We also stated that the gain for part-time vocational users was not as great as for full-timers. The reason for this finding cannot be seen from the data on participant earnings alone. The appropriate earnings comparison for part-time users is not the same as that for full timers. The earnings of the appropriate comparison group are considerably greater than that of the comparison group for full time users. Both profiles are shown in table D-3 along with the mean earnings of all non-users. The reason that the part-time comparison group profile is higher is that they appear to have relatively better job opportunities on leaving active duty, not that they differ in personal characteristics. Our evidence for this is that the earnings in 1969 and 1970 of late starting part-time usersis much greater than the earnings of late starting full-timer users.

This is the evidence for our conjecture that part-timers would not be likely to participate if it were mandated that participation had to be on a full-time basis.

Table D-4 shows a comparison between the earnings profiles of early starting discontinuous and continuous full-timers. The post-training earnings of the discontinuous group tend to be below the earnings of continuous users, especially so for the OJT and College groups. We have not

TABLE D-3

COMPARISON GROUP EARNINGS PROFILES FOR VOCATIONAL TRAINEES

Year	(1) For users who went full-time	(2) For users who went part-time	(3) Average earnings of all non-users
1969	$4,250	$4,814	$5,301
1970	5,078	6,134	6,511
1971	6,024	6,867	7,214
1972	7,094	7,906	8,269
1973	8,217	9,042	9,433
1974	8,576	9,459	9,856

TABLE D-4

ANNUAL EARNINGS FOR SELECTED[a] USER GROUPS BY CONTINUITY OF PARTICIPATION, YEAR TERMINATED AND TYPE OF TRAINING

Estimated Annual Earnings in:	Continuity Pattern and Year of Termination							
	Continuous Pattern				Discontinuous Pattern			
	1970	1971	1972	1973	1970	1971	1972	1973
	VOCATIONAL TRAINING							
1971	$6508	4482	2701	3588	$6270	3856	4269	3202
1972	7795	7817	4634	4297	7895	6664	4830	3394
1973	9102	9098	7797	5014	9085	8463	7631	4253
1974	9409	9439	9061	7727	8528	9592	7756	6032
Sample Size	n=200	n=126	n=46	n=20	n=22	n=30	n=52	n=44
	COLLEGE							
1971	$6990	3884	2040	2113	$5946	4518	4041	4741
1972	8354	7766	4154	2386	7134	6820	4764	4889
1973	9669	9213	8180	4510	8427	8432	7123	6026
1974	10,449	9983	9305	7492	8978	8854	8026	7908
Sample Size	n=335	n=698	n=857	n=999	n=58	n=114	n=155	n=214
	OJT							
1971	$8184	8489	8366	6122	$7558	6386	5495	5911
1972	9748	10,011	10,259	8369	8467	8857	6879	6475
1973	11,382	11,634	12,173	10,606	10,168	8868	8429	8000
1974	12,293	12,113	12,962	11,797	11,117	9688	10,085	8505
Sample Size	n=313	n=494	n=607	n=189	n=17	n=14	n=33	n=55

[a] All groups started training before January 1970 and were enrolled full time at termination. The continuous users had used at least seven months of entitlement while the discontinuous users had one or more months used.

been able to derive the ideal comparison group profiles for the early starting and discontinuous vocational users because we do not have a sufficient sample of discontinuous late starters. If we assume, however, that the correct comparison group for the discontinuous users is the same as that for continuous users, then the earnings gain for discontinuous trainee users would be less than similar full-time participants in three out of four groups and about the same for one group.

DIFERENTIAL EARNINGS EFFECTS

Vocational Training

Our method for measuring differential earnings effects is to estimate identical multiple regression equations for the post-training earnings of early starting users and for the 1969 and 1970 earnings of late starting users. The post-training regressions yield estimates of post-training earnings differentials between blacks and non-blacks, holding constant other factors such as AFQT and schooling level. The post-training earnings differentials for other groups such as educationally disadvantaged and advantaged are measured simultaneously. The 1969 and 1970 regressions attempt to estimate what these same differentials would have been if the group had not taken training. Pre- and post-training differences between regression coefficients for the identical variable measure the differential training effects.

For early starting users we estimated:

$$(3) \quad Y_t^u = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots + \beta_{18} X_{18}$$

where:

Y_t^u = earnings of early starting users in year t; t = 1974, 1973.

X_1 = PT/FT dummy; PT = 1

X_2 = continuity measure: $1 \leq X_2 \leq 2$, with 1 = most continuous and 2 = least continuous.

X_3 = amount of entitlement used in months (continuous variable)

X_4 = AFQT score (continuous variable)

X_5 = pay grade at discharge dummy: = 1 if E5 or above; = 0 if below E5

X_6 = age in 1974 (continuous variable)

X_7 = 1 if education equals 12 years
X_8 = 1 if educations is 13 or more years
education dummies

X_9 = 1 if live in northeast U. S.
X_{10} = 1 if live in north central U. S.
X_{11} = 1 if live in western U. S.
region of residence dummies

X_{12} = 1 if live in urban SMSA of over 1 million population
X_{13} = 1 if live in SMSA of 400 thousand to 1 million population
type of place dummies

X_{14} = 1 if terminated training in 1971
X_{15} = 1 if terminated training in 1972
X_{16} = 1 if terminated training in 1973
termination dummies

X_{17} = 1 if married; = 0 if single   marital status dummy

X_{18} = 1 if black; = 0 if non-black   race dummy

The omitted reference category for the dummy variables is: a full-time participant who was less than an E5 at discharge, had less than 12 years of schooling completed at time of entry into the GI Bill, lived in the South on leaving service, in a rural area, terminated training before January 1971, was single and non-black. Note that only users who started before January 1971 and participated continuously (were part time or were full time and had a continuity ratio of 1/2 or greater) are included in this regression.

And then for late starting users we estimated:

$$(4) \qquad Y_t^u = a + \beta_1 X_1 + \beta_2 X_2 + \cdot \cdot \cdot \cdot + \beta_{13} X_{13} + \beta_{17} X_{17} + \beta_{18} X_{18}$$

where:

Y_t^u = earnings of late starting users in year t; t = 1969, 1970

And the X_i's are all as in the post-training regression except that X_{14}, X_{15} and X_{16} are excluded.

The estimated equations for 1974 and 1969 were:

Early Starting Users (Post-Training)

$$\begin{aligned}(5) \quad Y_{74} = \$3,124 &+ \underset{(2.5)}{669X_1} + \underset{(.6)}{22X_2} + \underset{(.9)}{21X_3} + \underset{(2.3)}{13X_4} + \underset{(1.8)}{444X_5} + \underset{(1.6)}{130X_6} + \\ &\underset{(1.6)}{763X_7} + \underset{(2.4)}{1440X_8} + \underset{(1.9)}{643X_9} + \underset{(5.5)}{1151X_{10}} - \underset{(.6)}{255X_{11}} + \underset{(2.1)}{579X_{12}} + \\ &\underset{(.6)}{222X_{13}} - \underset{(2.6)}{794X_{14}} - \underset{(1.3)}{592X_{15}} - \underset{(2.7)}{1680X_{16}} + \underset{(2.8)}{798X_{17}} + \underset{(.4)}{191X_{18}} \\ &R^2_{(adj)} = .049, \; n = 1595\end{aligned}$$

Late Starting Users (Pre-Training)

$$(6) \quad Y_{69} = -3{,}311 + \underset{(4.4)}{739X_1} - \underset{(.9)}{33X_2} - \underset{(.7)}{11X_3} + \underset{(1.0)}{3X_4} + \underset{(1.7)}{258X_5}$$

$$+ \underset{(5.2)}{238X_6} + \underset{(2.3)}{403X_7} + \underset{(1.2)}{453X_8} + \underset{(3.4)}{688X_9} + \underset{(2.6)}{480X_{10}}$$

$$+ \underset{(.4)}{87X_{11}} + \underset{(3.3)}{543X_{12}} + \underset{(.7)}{145X_{13}} + \underset{(6.0)}{943X_{17}} - \underset{(3.8)}{698X_{18}}$$

$$R^2_{adj} = .165, \quad n = 849$$

Note the dramatic difference in the coefficient of the race variable (X_{18}) between the pre- and post-training regressions. After training, blacks with the same AFQT, prior schooling, etc., have slightly higher earnings than non-blacks, while in the pre-training comparison, otherwise similar blacks had earnings significantly below those of non-blacks. This finding holds when the results of the 1973 and 1970 regressions are compared. This indicates that black veterans experience a greater earnings gain from vocational training than non-black veterans do.

A similar, although less dramatic, finding holds for the educationally disadvantaged as well. The coefficient of X_7 shows the earnings differential between high school graduates and otherwise similar veterans with less than a high school diploma. In the pre-training regressions it is $403 for 1969 and $705 for 1970, and in the post-training regressions it is $763 in 1974 and $625 in 1973. Since mean earnings of all early starting users was $9,414 in 1974 and the mean earnings of all late starting users in 1969 was only $4,388, these coefficients indicate that the relative earnings gap between high school dropouts and otherwise similar high school graduates has narrowed following vocational training.

On-the-Job Training

(a) Interaction Analysis

For this analysis we compared earnings differentials by race and schooling among OJT users after they terminated training with the same differentials among non-users.

The non-user equation was a linear model:

$$(7) \qquad Y_t^{nu} = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \ldots + \beta_{42} X_{42}$$

where

Y_t = earnings in year t of non-users (in dollars).
$t = 1973, 1974$

X_1 = months of active service

X_2 = months after June 30, 1968 separated. $1 \leq X_2 \leq 12$

X_3 = age in 1969 (in years)

X_4 = 1 if military occupation was in Infantry

X_5 = 1 if military occupation was in Electronics

X_6 = 1 if military occupation was in Comm/Intel.

X_7 = 1 if military occupation was in Medical

X_8 = 1 if military occupation was in Other Technical

X_9 = 1 if military occupation was in Admin/Clerical

X_{10} = 1 if military occupation was in Elect./Mech Equip Repair

X_{11} = 1 if military occupation was in Crafts

Military Occupation Dummies

X_{12} = 1 if pay grade was E-3

X_{13} = 1 if pay grade was E-4

X_{14} = 1 if pay grade was E-5

X_{15} = 1 if pay grade was E-6

Military Pay Grade at Discharge Dummies

X_{16} = 1 if branch was Army

X_{17} = 1 if branch was Navy

X_{18} = 1 if branch was Marines

Branch of Service Dummies

X_{19} = 1 if an inductee

Source of Procurement Dummy

X_{20} = 1 if served in Southeast Asia

Vietnam Duty Dummy

X_{21} = 1 if single

X_{22} = 1 if married, no children

Marital/Family Status Dummies

X_{23} = 1 if live in northeast region in a rural area

X_{24} = 1 if live in northeast region in an SMSA of 400,000-1,000,000 population

X_{25} = 1 if live in northeast region in an SMSA of over 1,000,000 pop population

Region and Size of Place Dummies

X_{26} = 1 if live in south region in a rural area

X_{27} = 1 if live in south region in an SMSA of 400,000-1,000,000

X_{28} = 1 if live in south region in an SMSA of over 1,000,000

X_{29} = 1 if live in north central region in rural area

X_{30} = 1 if live in north central region in SMSA of 400,000-1,000,000

X_{31} = 1 if live in north central region in SMSA of over 1,000,000

Region and Size of Place Dummies

X_{32} = 1 if live in west region in rural area

X_{33} = 1 if live in west region in SMSA of over 1,000,000 pop.

X_{34} = 1 if AFQT score 15-29

X_{35} = 1 if AFQT score 30-49

AFQT Score Dummies

X_{36} = 1 if AFQT score 50-69

X_{37} = 1 if AFQT 70+

X_{38} = 1 if schooling is 9-11 years

X_{39} = 1 if schooling is 12 years

X_{40} = 1 if schooling is 13-15 years

Schooling Completed Dummies

X_{41} = 1 if schooling is 16+

X_{42} = 1 if color is black

Color Dummy

The omitted reference category for the dummy variables is: military occupation Supply and Service Handler, pay grade at discharge was E-1 or E-2, Branch of Service was Air Force, was a volunteer for service, did serve in Southeast Asia, was married with children, lived in the West region in an SMSA of 400,000 to 1,000,000 population, had an AFQT score of less than 15, completed less than nine years of formal schooling, and was white.

The estimated non-user equation for 1974 was:

(8)

$$Y_{74} = \$10,243 - \underset{(7.3)}{32X_1} - \underset{(3.9)}{35X_2} + \underset{(9.1)}{166X_3} - \underset{(.3)}{30X_4} + \underset{(4.6)}{685X_5} + \underset{(1.5)}{192X_6} - \underset{(2.8)}{514X_7}$$

$$+ \underset{(.2)}{58X_8} + \underset{(.1)}{11X_9} + \underset{(2.3)}{234X_{10}} + \underset{(2.7)}{376X_{11}} + \underset{(3.3)}{1380X_{12}} + \underset{(1.6)}{1863X_{13}} + \underset{(.9)}{2520X_{14}}$$

$$+ \underset{(7.2)}{2274X_{15}} - \underset{(5.5)}{755X_{16}} - \underset{(2.4)}{343X_{17}} - \underset{(1.2)}{191X_{18}} + \underset{(3.3)}{312X_{19}} + \underset{(2.8)}{184X_{20}} - \underset{(3.3)}{343X_{21}}$$

$$+ \underset{(3.8)}{427X_{22}} + \underset{(4.1)}{751X_{23}} + \underset{(9.6)}{1713X_{24}} + \underset{(7.4)}{1412X_{25}} + \underset{(.4)}{64X_{26}} + \underset{(5.4)}{1031X_{27}} + \underset{(.8)}{146X_{28}}$$

$$+ \underset{(5.0)}{813X_{29}} + \underset{(12.1)}{1967X_{30}} + \underset{(4.7)}{929X_{31}} - \underset{(.1)}{24X_{32}} + \underset{(5.9)}{1040X_{33}} + \underset{(7.9)}{624X_{34}} + \underset{(5.3)}{988X_{35}}$$

$$+ \underset{(1.5)}{1304X_{36}} + \underset{(8.7)}{1433X_{37}} + \underset{(20.6)}{566X_{38}} + \underset{(16.4)}{1678X_{39}} + \underset{(11.9)}{2343X_{40}} + \underset{(19.8)}{4586X_{41}} - \underset{(8.4)}{938X_{42}}$$

$R^2_{Adj} = .124$, $n = 24,084$, "t" values are in parentheses. All coefficients are in units of dollars.

For OJT users, we fit both linear and simple interaction models. The equations were:

Linear Model

(10) $Y_{74} = a + B_1X_1 + B_2X_2 + B_3X_3 + \ldots + B_{17}X_{17}$

Simple Interaction Model

(11) $Y_{74} = a + B_1X_1 + B_2X_2 + B_3X_3 + \ldots + B_{17}X_{17} + B_{18}X_1X_{17} +$
$B_{19}X_2 \cdot X_3 + B_{20}X_2 \cdot X_6 + B_{21}X_2 \cdot X_7 + B_{22}X_2 \cdot X_{16} +$
$B_{23}X_2 \cdot X_{17} + B_{24}X_2X_5.$

where:

X_1 = 1 if apprenticeship; = 0 if "other OJT"

X_2 = amount of entitlement used in months (continuous variable)

X_3 = AFQT score (continuous variable)

X_4 = pay grade dummy: = 1 if E5 or above; = 0 if below E5

X_5 = age in 1974 (continuous variable)

X_6 = 1 if eduction equals 12 years

X_7 = 1 if education is 13 or more years

X_8 = 1 if live in northeast U. S.

X_9 = 1 if live in north central U. S.

X_{10} = 1 if live in western U. S.

X_{11} = 1 if live in urban SMSA of over 1 million population

X_{12} = 1 if live in SMSA of 400 thousand to 1 million population

X_{13} = 1 if terminated training in 1971

X_{14} = 1 if terminated training in 1972

X_{15} = 1 if terminated training in 1973

X_{16} = 1 if married; = 0 if single

X_{17} = 1 if black; = 0 if non-black

The omitted reference category for the dummy variables is: an "other" OJT, less than E5 on discharge, prior education less than High School Graduate, living in the South region, and in a rural area, terminated training in 1970 or before, was single and non-black. Note that only those users who started before January 1971 and who went continuously are included in the regression.

The estimated OJT user equations for 1974 were:

Simple Linear Model

$$
\begin{aligned}
(11)\quad Y_{1974} = \$4100 &+ \underset{(4.7)}{1188X_1} + \underset{(5.8)}{103X_2} + \underset{(4.1)}{22X_3} - \underset{(.4)}{87X_4} + \underset{(1.0)}{81X_5} \\
&+ \underset{(2.4)}{1051X_6} + \underset{(2.3)}{1294X_7} + \underset{(3.4)}{1057X_8} + \underset{(3.7)}{1150X_9} + \underset{(.2)}{65X_{10}} \\
&+ \underset{(6.4)}{1583X_{11}} + \underset{(1.4)}{425X_{12}} - \underset{(3.5)}{1227X_{13}} - \underset{(4.0)}{1771X_{14}} - \underset{(4.4)}{2187X_{15}} \\
&+ \underset{(.6)}{143X_{16}} - \underset{(.8)}{460X_{17}};
\end{aligned}
$$

$$R^2_{adj} = .091, \quad = 2113$$

Interaction Model

$$
\begin{aligned}
(12)\quad Y_{1974} = -\$762 &+ \underset{(4.3)}{1113X_1} + \underset{(1.5)}{300X_2} + \underset{(.2)}{2X_3} - \underset{(.4)}{100X_4} + \underset{(1.7)}{348X_5} - \underset{(.4)}{431X_6} + \\
&\underset{(.8)}{1209X_7} + \underset{(3.5)}{1074X_8} + \underset{(3.6)}{1136X_9} + \underset{(.3)}{121X_{10}} + \underset{(6.5)}{1603X_{11}} + \underset{(1.4)}{443X_{12}} - \\
&\underset{(3.3)}{1186X_{13}} - \underset{(4.0)}{1757X_{14}} - \underset{(4.4)}{2222X_{15}} + \underset{(.8)}{491X_{16}} - \underset{(.3)}{492X_{17}} + \\
&\underset{(1.1)}{1475X_1X_{17}} + \underset{(1.5)}{1X_2X_3} + \underset{(1.5)}{63X_2X_6} + \underset{(.1)}{8X_2X_7} - \underset{(.6)}{13X_2X_{16}} - \\
&\underset{(.5)}{32X_2X_{17}} - \underset{(1.5)}{10X_2X_5};\ R^2_{Adj} = .093.
\end{aligned}
$$

The findings discussed in chapter 2 referred to the coefficients of X_1 (the apprenticeship effect), X_{17} and $X_1 \cdot X_{17}$ (race/OJT interactions). Note that the estimates for X_{17} and $X_1 \cdot X_{17}$ are statistically not very significant. However in the 1973 earnings regressions the coefficients of these two variables had the same signs and were about the same magnitude, bolstering somewhat their statistical reliability.

(b) Detailed Cross-Tabulations

Table D-5 shows the earnings profiles of various groups of OJT users by year started, year terminated, and whether or not the OJT slot was listed as an Apprentice slot or "Other OJT" slot. Although this does not correspond exactly to a union/non-union breakdown, all of the large union situations will be identified as apprentice slots. Likewise the group identified as "other OJT" will be dominated by more informal OJT situations in small non-unionized firms.

These data are the basis for our statements in chapter 2 on the role of factors other than the GI Bill subsidy in determining the relatively high earnings of OJT users vis-a-vis other groups. Note that the 1969 and 1970 earnings of early starting apprentice users are significantly greater than those of all late starting OJT users in those same years. The situation differs sharply from that of institutional vocational training. Even when apprentice earnings are

TABLE D-5

EARNINGS OF SELECTED[a] OJT USER GROUPS BY TYPE OF SLOT, WHEN TRAINING BEGAN, AND YEAR TERMINATED

Annual Earnings In	Type of OJT Slot and Year of Termination							
	Apprentice Slot				Other OJT Slot			
	1970	1971	1972	1973	1970	1971	1972	1973
	STARTED BEFORE 1970							
1969	6511	6209	5506	4580	5706	4858	3615	3090
1970	7453	7750	7265	5764	7577	7019	5008	3280
1971	8351	9018	8729	7367	8074	7695	5956	3853
1972	9707	10555	10620	9496	9776	9196	7896	6315
1973	11337	12212	12652	11724	11411	10772	8996	8570
1974	12282	12336	13443	12966	12302	11795	9769	9668
Average Months of Entitlement used:	$\bar{E}$=16.0	$\bar{E}$=23.8	$\bar{E}$=25	$\bar{E}$=25	$\bar{E}$=15.8	$\bar{E}$=22.1	$\bar{E}$=25	$\bar{E}$=25
Sample size:	n=125	n=297	n=529	n=122	n=188	n=198	n=75	n=67
	STARTED DURING 1970							
1969	N.A.	5084	5593	5235	N.A.	4667	4382	3657
1970	↓	6903	6595	6594	↓	6191	5762	3964
1971		8106	7884	7641		7445	6569	4916
1972		9638	8727	9689		8714	8012	6584
1973		11122	10980	11892		10575	9921	8258
1974		11703	12043	13385		10828	10592	9277
Average Months of Entitlement used:		$\bar{E}$=13.1	$\bar{E}$=22.8	$\bar{E}$=25		$\bar{E}$=13.3	$\bar{E}$=23.1	$\bar{E}$=25
Sample size:		n=45	n=68	n=222		n=89	n=94	n=27
	STARTED AFTER JANUARY 1, 1971[b]							
1969	N.A.	N.A.	5218	4805	4825[c]			
1970	↓	↓	6193	5827	5624			
1971			6199	6139	6545			
1972			7384	7209	7380			
1973			8630	8481	8794			
1974			9260	9290	9380			
Average Months of Entitlement used:			$\bar{E}$=13.3	$\bar{E}$=18.7	$\bar{E}$=21.2			
Sample size:			n=94	n=257	n=111			

---

[a] Includes only full time users who participated continuously.

[b] Apprentice and "other" OJT slots are not separated for the late starter. The earnings are aggregates of those of both groups of users.

[c] For late starters who did not terminate from training until 1974.

N.A. = not applicable

compared with the earnings profiles of all non-users or of non-users adjusted upward to account for the somewhat greater schooling or AFQT, of OJT users (table D-6), the same picture emerges. In all cases, the 1969 and 1970 earnings of apprentice users are either above or only slightly below those of the two comparison groups.

TABLE D-6

EARNINGS PROFILES FOR COMPARISON WITH APPRENTICE OJT USERS

Year	All non-users	Non-users adjusted for OJT personal characteristics
1969	$ 5,301	5,414
1970	6,511	6,746
1971	7,214	7,408
1972	8,269	8,503
1973	9,433	9,700
1974	9,856	10,057

APPENDIX E

TECHNICAL APPENDIX TO CHAPTER 3

In order to explore how variables such as race, schooling, region of residence, and military experiences affect participation, we fit a multiple regression equation to the data set we have assembled on approximately 70,000 veterans who separated from active duty during FY 1969. The equation consists of a dummy dependent variable (Y=1 for a participant and Y=0 for a veteran who had not, as of March 1974, begun participation), and a large number of independent variables (X_i). The independent variables are measures of factors that affect the veteran's participation decision: general ability level, prior training and job experience, opportunity factors like tuition costs and family responsibilities. The specific equation estimted was:

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + \dots + B_{36}X_{36}$$

where:

X_1 = age (in years)

X_2 = 1 if military occupation was in electronics equip. repair

X_3 = 1 if military occupation was communications/ intelligence

X_4 = 1 if military occupation was medical

X_5 = 1 if military occupation was in other technical

X_6 = 1 if military occupation was in admin./clerical

X_7 = 1 if military occupation was in elect/mech equip. repair

X_8 = 1 if military occupation was in crafts

X_9 = 1 if military occupation was in supply/service handlers

X_{10} = 1 if pay grade was E4 at discharge

X_{11} = 1 if pay grade was E5 or above at discharge

X_{12} = 1 if in Army

X_{13} = 1 if in Navy

X_{14} = 1 if in Marine Corps

X_{15} = 1 if an inductee

X_{16} = 1 if served in Southeast Asia

X_{17} = 1 if married with one dependent

X_{18} = 1 if married with two or more dependents

X_{19} = 1 if live in rural northeast U.S.

X_{20} = 1 if live in urban northeast U.S. - over 1 million population

X_{21} = 1 if live in urban northeast U.S. - 400K to 1 million population

X_{22} = 1 if live in rural southern U.S.

X_{23} = 1 if live in urban southern U.S. - over 1 million population

X_{24} = 1 if live in urban southern U.S. - 400K to 1 million population

X_{25} = 1 if live in rural north central U.S.

X_{26} = 1 if live in urban north central U.S. - over 1 million population

X_{27} = 1 if live in urban north central U.S. - 400K to 1 million population

X_{28} = 1 if live in rural western U.S.

X_{29} = 1 if live in urban western U.S. - over 1 million population

X_{30} = 1 if AFQT score is between 30 and 49

X_{31} = 1 if AFQT score is between 50 and 69

X_{32} = 1 if AFQT score is 70 or above

X_{33} = 1 if completed 12 years of school only

X_{34} = 1 if completed 1 to 3 years of college

X_{35} = 1 if a college graduate (may also have done graduate work)

X_{36} = 1 if race is white.

The omitted reference category for the dummy variable is:

> military occupation was in infantry, pay grade was below E4 at discharge, served in the Air Force, enlisted, did not serve in Southeast Asia, single, lives in an urban area with a population between 400,000 and 1 million in the western U.S., had an AFQT score below 30, did not graduate from high school, and is black.

The estimated equation is:[1]

$$
\begin{aligned}
Y = 1.10 &- \underset{(19.3)}{0.03X_1} + \underset{(4.7)}{0.04X_2} + \underset{(5.7)}{0.05X_3} + \underset{(7.3)}{0.08X_4} + \underset{(3.5)}{0.05X_5} + \underset{(5.2)}{0.03X_6} \\
&- \underset{(3.5)}{0.02X_7} - \underset{(3.4)}{0.03X_8} - \underset{(3.2)}{0.02X_9} + \underset{(1.9)}{0.01X_{10}} + \underset{(2.4)}{0.02X_{11}} - \underset{(8.9)}{0.08X_{12}} \\
&- \underset{(7.3)}{0.07X_{13}} - \underset{(4.8)}{0.05X_{14}} - \underset{(12.2)}{0.07X_{15}} - \underset{(2.4)}{0.01X_{16}} - \underset{(3.3)}{0.02X_{17}} - \underset{(2.4)}{0.02X_{18}} \\
&- \underset{(10.2)}{0.12X_{19}} - \underset{(6.5)}{0.07X_{20}} - \underset{(8.4)}{0.11X_{21}} - \underset{(9.5)}{0.10X_{22}} - \underset{(5.5)}{0.07X_{23}} - \underset{(4.1)}{0.05X_{24}} \\
&- \underset{(16.8)}{0.18X_{25}} - \underset{(13.3)}{0.14X_{26}} - \underset{(13.7)}{0.19X_{27}} - \underset{(1.4)}{0.02X_{28}} - \underset{(1.5)}{0.02X_{29}} + \underset{(7.8)}{0.05X_{30}} \\
&+ \underset{(13.2)}{0.09X_{31}} + \underset{(21.3)}{0.15X_{32}} + \underset{(20.7)}{0.13X_{33}} + \underset{(38.4)}{0.23X_{34}} + \underset{(10.8)}{0.15X_{35}} - \underset{(12.9)}{0.09X_{36}};
\end{aligned}
$$

$R^2_{adj} = .10$, n=55,802. "t" values are in parentheses.

---

[1] Technical problems that sometimes arise when applying ordinary least squares regression techniques to a dummy dependent variable are not a problem here. The relatively low R^2 value may seem paradoxical given the great reliability of all the coefficients in the equation. But this simply means that forecasting whether or not an individual veteran will participate or not is still very difficult even after all the characteristics used in the multiple regression are known.

The coefficients in the regression equation support our conclusions based on simpler cross-tabulations. For instance, the coefficients of X_{36} and X_{33} show that even after controlling for all of the factors in the equation, the participation rate of blacks exceeds that of non-blacks by 9 percentage points and that of high school graduates exceeds that of non-high school graduates by 13 percentage points.

[From The Chronicle of Higher Education, Apr. 5, 1976]

COLLEGES WILL CHARGE 8 PCT. MORE IN FALL

TUITION AND FEES WILL RISE MOST STEEPLY AT PUBLIC 2-YEAR INSTITUTIONS—29 PER CENT

(By Ellen K. Coughlin)

NEW YORK.—The cost of a college education, at both public and private institutions, will increase an average of 8 per cent next year, according to a survey of more than 2,500 colleges, universities, and proprietary schools.

College students who live on their campuses face slightly higher increases than do those who commute, the survey found. The highest was a 9-per-cent rise in the cost of attending a private two-year institution.

Even greater increases in total costs will occur at proprietary schools, according to the survey, which was conducted by the College Scholarship Service of the College Entrance Examination Board. In September, commuting students at proprietary institutions will pay 10 per cent more than last year and on-campus students will face a 12-per-cent increase.

Tuition and fees alone will rise at about the same rate as total costs, except for a startling 29-per-cent jump at public two-year colleges, which have historically had low or no tuition.

Average college costs for the 1976–77 academic year will range from $4.568 for a resident student attending a private four year institution to $2.223 for a commuter at a public two-year college, the survey found.

Since 1970–71, when comparable data were first compiled, the survey has reported increases of almost 100 per cent at some types of institutions.

Seven years ago, commuters at two-year private colleges paid an average of $1,834. Next year they will pay $3,595, or 96 per cent more.

In the same seven-year period, total costs to commuter students at four-year private colleges and universities rose from $2,382 to $4,141, an increase of 74 per cent. The smallest increase in that time was a rise of 54 per cent in the total cost to resident students at private four-year institutions, from $2,974 in 1970 to $4,568 in 1976.

The survey identified five components of the total cost of going to college: tuition and fees, room and board, books and supplies, transportation, and personal expenses. Of those, tuition and fees were found to be the element that varied most from one type of institution to another.

Differences between tuition and fees at public and private colleges and universities will average $1,353 for two-year institutions and $1,708 for four-year institutions.

THE INCREASE IN COLLEGE COSTS SINCE 1971

	Resident students						Commuter students					
	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
Public institutions:												
2-year	(1)	(1)	$2,024	$2,153	$2,411	$2,454	$1,526	$1,635	$1,665	$1,922	$2,058	$2,223
Tuition and fees	(1)	(1)	251	287	301	387	185	200	251	287	301	387
Room and board	(1)	(1)	1,032	1,086	1,213	1,222	566	615	681	778	791	813
Other expenses	(1)	(1)	741	780	897	845	775	820	733	857	966	1,023
4-year	1,875	1,985	2,242	2,400	2,679	2,790	1,659	1,760	1,775	2,085	2,266	2,448
Tuition and fees	439	465	498	541	578	621	439	465	498	541	578	621
Room and board	890	945	1,042	1,116	1,272	1,304	494	545	625	704	716	793
Other expenses	546	575	702	743	829	865	726	750	652	890	972	1,034
Private institutions:												
2-year	2,484	2,540	3,194	3,617	3,690	3,907	1,993	2,090	2,583	3,287	3,421	3,595
Tuition and fees	1,192	1,210	1,389	1,578	1,652	1,740	1,192	1,210	1,389	1,578	1,652	1,740
Room and board	877	910	1,159	1,303	1,239	1,331	382	395	647	917	850	902
Other expenses	415	420	646	736	799	836	419	485	547	792	919	953
4-year	3,171	3,280	3,693	4,039	4,391	4,568	2,599	2,745	3,162	3,683	3,950	4,141
Tuition and fees	1,652	1,725	1,942	2,080	2,240	2,329	1,652	1,725	1,942	2,080	2,240	2,329
Room and board	1,007	1,035	1,159	1,207	1,302	1,371	469	525	721	796	778	840
Other expenses	512	520	592	752	849	868	478	495	499	807	932	972
Proprietary institutions	(1)	(1)	(1)	3,817	3,822	4,238	(1)	(1)	(1)	3,414	3,382	3,726
Tuition and fees	(1)	(1)	(1)	1,651	1,627	1,808	(1)	(1)	(1)	1,651	1,627	1,808
Room and board	(1)	(1)	(1)	1,387	1,363	1,480	(1)	(1)	(1)	946	863	899
Other expenses	(1)	(1)	(1)	779	832	950	(1)	(1)	(1)	817	892	1,019

[1] Insufficient data.

Source: Based on data from the College Scholarship Service.

[From The Chronicle of Higher Education, Apr. 5, 1976]

TUITION AND FEES AT OVER 2,000 COLLEGES

Following are the average charges for more than 2,000 colleges and universities for 1976–77, as compiled by the College Scholarship Service. Costs for individual students may vary within university systems.

"Room and board" represents the average cost of institutional housing or, if no housing is provided, of maintaining a residence away from parents. "Other" expenses include books and supplies, transportation, and personal expenses. Blank spaces indicate that an institution either did not provide current figures or will have no such charge.

The list is excerpted from *Student Expenses at Postsecondary Institutions 1976–77*, available for $2.50 a copy from the College Entrance Examination Board, Publication Orders, Box 2815, Princeton, N.J. 08540.

	Tuition and fees	Additional out-of-State tuition	Room and board, other
ALABAMA			
Alabama A & M University	$410	$250	$1,740
Alabama Christian College	1,287		1,713
Athens State College	500		2,075
Auburn University, Montgomery	525		
Birmingham Southern College	2,479		2,210
Calhoun State Community College	210	157	
Daniel Payne College	1,195		1,774
Gadsden State Junior College	280		1,840
George Wallace Community College, Dothan	203		
Huntingdon College	1,700		2,105
Jacksonville State University	450		1,650
Jefferson State Junior College	207		2,550
Judson College	1,300		3,875
Lawson State Community College	209		
Livingston University	540		1,150
Miles College	1,164		1,808
Mobile College	1,310		1,550
Oakwood College	2,000		1,600
Samford University	2,088	96	1,870
Snead State Junior College	203		1,500
Spring Hill College	2,200		2,345
St. Bernard College	1,311		2,209
Stillman College	1,400		1,591
Talladega College	1,365		1,950
Tuskegee Institute	1,400		1,600
University of Alabama, Birmingham School of Denstistry	3,377	1,200	
University of Alabama, Birmingham School of Medicine	1,760	1,200	
University of Alabama, Birmingham School of Optometry	1,213	900	
University of Alabama, Birmingham	860	630	2,415
University of Montevallo	410	210	1,690
University of North Alabama	550		1,750
Walker College	819		1,675
ALASKA			
Alaska Business College	2,475		
Anchorage Community College	340	600	4,060
Juneau Douglas Community College	160	300	3,300
Ketchikan Community College	330	600	4,060
Sheldon Jackson College	4,000		2,450
University of Alaska, Anchorage	340	600	4,060
University of Alaska, Auke Bay	160	300	3,330
University of Alaska, Fairbanks	472	600	3,090
ARIZONA			
Arizona Automotive Institute	2,695		
Arizona Western College	150	1,050	2,450
Eastern Arizona College	153	800	2,090
Grand Canyon College	1,505		2,286
Northern Arizona University	400	1,000	2,190
Phoenix College	90	1,430	2,260
Scottsdate Community College	90	1,430	2,260
University of Arizona	450	1,190	2,850
Yavapai College	160	1,100	1,920

	Tuition and fees	Additional out-of-State tuition	Room and board, other
ARKANSAS			
Arkansas Polytechnic College	$430	$350	$1,640
Arkansas State University, State University	400	300	1,550
Cantral Baptist College	420		
Crowley's Ridge College	1,200		1,510
Harding College	1,677		1,988
Henderson State University	625	400	
Hendrix College	1,639		1,570
John Brown University	1,400		2,200
Philander Smith College	1,050		
Red River Vocational Technical School	96		2,000
Shorter College	800		1,675
Southern State College	410	270	1,576
University of Arkansas, Fayetteville	400	530	1,955
University of Arkansas, Pine Bluff	439	300	1,596
CALIFORNIA			
Allan Hancock College	20	890	
Ambassador College, Pasadena	1,620		2,782
American River College		912	3,065
Antelope Valley College	20	900	
Armstrong College	1,503	300	2,010
Art Center College of Design	2,500		3,250
Bakersfield College	22	1,110	1,960
Bauder College	2,710		2,725
Bethany Bible College	1,440		2,002
Beverly College of Law	1,710		2,950
Biola College	2,200		2,200
Brooks College	2,395		2,515
Bryman School, Sacramento	1,995		1,936
Bryman School, San Jose	1,995		
Butte College	21	1,530	2,725
Cabrillo College	22		2,965
California Baptist College	1,552		1,900
California College of Arts and Crafts		2,390	2,610
California College of Podiatric Medicine	4,725		3,575
California Institute of Arts	3,450		3,930
California Institute of Technology	3,665		2,620
California Lutheran College	2,500		2,150
California Maritime Academy	580	600	2,600
California Polytech University Pomona	265	1,300	2,425
California Polytechnical University, San Luis Obisopo	250	1,300	2,485
California School of Professional Psychology	4,400		
California State Board of Accountancy	950		2,000
California State College, Bakersfield	150	1,300	2,210
California State College, Dominguez Hills	190	1,300	3,170
California State College, Sonoma	170	1,300	2,480
California State College, Stanislaus	200	1,300	2,280
California State College, San Bernardino	200	1,300	2,130
California State University, Chico	200	1,300	2,275
California State University, Fresno	200	1,300	2,242
California State University, Fullerton	200	1,300	3,070
California State University, Hayward	265	1,300	3,235
California State University, Humboldt	190	1,300	2,360
California State University, Long Beach	190	1,300	2,510
California State University, Los Angeles	265	1,300	3,235
California State University, Northridge	190	1,300	3,080
California State University, Sacramento	200	1,300	2,430
California State University, San Diego	200	1,300	2,450
California State University, San Jose	200	1,300	2,130
Campesinos Libres Universidad		1,000	
Center for Early Education	1,280		
Chaffey Community College		315	
Chapman College	2,580		2.550
City College of San Francisco	15		
Claremont Men's College	3,814		4,980
Cogswell College	1,107		3,650
College of Marin		960	2,620
College of Notre Dame	1,900		2,275
College of the Redwoods	25	945	2,775
College of the Sequoias	20	1,048	2,530
College of the Siskiyous	30	1,152	2,500
Columbia Junior College	10	1,125	2,450
Common College	3,000		
Contra Costa College	14	444	
Cypress College	30	1,020	3,030
De Anza College	21	945	3,480

	Tuition and fees	Additional out-of-State tuition	Room and board, other
CALIFORNIA—Continued			
Deep Springs College	$2, 500		$2, 200
Dominican College of San Rafael	2, 024		2, 660
Don Bosco Technical Institute	1, 068		1, 915
Empire College	2, 285		2, 263
Evergreen Valley College	18	$900	
Fashion Institute, San Francisco	2, 470	25	3, 068
Fashion Institute, Sherman Oaks	2, 270	25	3, 015
Feather River College	50	1, 030	2, 250
Fresno City College	20	990	2, 430
Fullerton College			
Gavilan College	18	1, 215	2, 982
Glendale Community College		348	
Golden Gate University	1, 525		3, 590
Grossmont College	25	960	
Hartnell College		900	
Harvey Mudd College	3, 850		2, 450
Hebrew Union College, Los Angeles	2, 100		
Humphreys College	1, 344		2, 350
La Verne College	2, 770		2, 075
Lake Tahoe Community College	1	1, 848	
Loma Linda University, School of Medicine	2, 700		2, 450
Loma Linda University, La Sierra	2, 700		2, 280
Los Angeles Baptist College	1, 900		2, 050
Los Angeles College of Optometry	3, 300		3, 700
Los Angeles Valley College	25	1, 020	
Los Medanos College		444	
Louise Salinger Academy of Fashion	1, 725		
Loyola Marymount University	2, 776		2, 410
Lyles Colleges of Beauty	1, 486		
Marymount Palos Verdes College	2, 050		2, 500
Mendocino College	12	990	
Menlo College	3, 100		2, 350
Mills College	3, 250		2, 525
Modesto Junior College		930	2, 500
Monterey Institute of Foreign Studies	2, 311		3, 822
Mount San Jacinto College	20	1, 140	
Mount St. Mary's College, Chalon	2, 220		2, 375
Mount St. Mary's College, Doheny	2, 020		2, 265
National University	2, 700		
Northrop University	2, 250		2, 241
Occidental College	3, 660		2, 235
Ohlone College	20	900	3, 550
Orange Coast College	10	792	
Otis Art Institute of Los Angeles	1, 010		
Pacific College	2, 000		2, 225
Pacific Oaks College	2, 160		2, 775
Palomar College	20	465	1, 140
Pasadena City College		1, 320	1, 500
Patten Bible College	1, 200		2, 100
Pepperdine University, Los Angeles	4, 660		1, 980
Pepperdine University, Malibu	3, 410		2, 450
Point Loma College	2, 502		2, 295
Pomona College	3, 860		2, 600
Reedley College	20	990	2, 430
Ron Bailie School of Broadcast	2, 510		4, 060
Saddleback College	15	1, 044	
San Francisco Art Institute			2, 856
San Francisco Conservatory of Music	2, 725		2, 140
San Francisco State University	200	1, 300	2, 330
San Joaquin Delta College	10	960	
Santa Monica College	15	900	3, 436
Scripps College	3, 730		2, 400
Shasta College	25	555	1, 775
Sierra Academy of Aeronautics			3, 195
Simpson College, Modesto		1, 085	2, 500
Skyline College	20	1, 350	
Southern California School of Theology	2, 950		
Stanford University, School of Medicine	4, 470	3, 570	
Stanford University	4, 275		2, 090
Thomas Aquinas College	2, 325		1, 950
University of California School of Medicine, Davis	670	1, 500	4, 155
University of California School of Medicine, San Diego	678	1, 500	4, 315
University of California, Berkeley	637	1, 500	2, 649
University of California, Davis	638	1, 500	3, 262
University of California, Irvine	630	1, 500	3, 040
University of California, Los Angeles	630	1, 500	2, 640
University of California, Riverside	645	1, 500	2, 700
University of California, San Diego	636	1, 500	3, 364
University of California, Santa Barbara	727	1, 500	
University of California, Santa Crux	678	1, 500	2, 571
University of Redlands	3, 150		
University of Redlands, College at Johnston	3, 300		

	Tuition and fees	Additional out-of-State tuition	Room and board, other
CALIFORNIA—Continued			
University of San Diego	$2,600		$2,340
University of San Diego School of Law	2,615		5,030
University of Santa Clara	2,715		2,628
University of Southern California	3,625		3,000
University of the Pacific	3,955		2,405
U.S. International University	2,823		2,610
West Coast University	1,200		
West Hills College	24	$1,000	2,476
West Los Angeles College	13	408	
Westmont College	2,700		1,900
Whittier College	2,975		2,025
Yuba College	30	1,000	2,150
COLORADO			
Aims Junior College	250	1,100	2,075
Colorado College	3,100		2,000
Colorado School of Mines	650	2,400	2,000
Colorado Women's College	2,770		2,500
Community College of Denver, North	255	915	2,730
Iliff School of Theology	1,265		2,525
Lamar Community College	368	860	1,650
Loretto Heights College	2,975		2,670
Mesa State College	520	1,130	1,400
University of Colorado, Boulder	531	1,592	2,300
University of Denver	3,450		2,250
CONNECTICUT			
Albertus Magnus College	2,400		2,400
Annhurst College	2,150		
Berkeley Divinity School	2,600		2,700
Briarwood College	1,885		1,980
Connecticut Business Institute	1,535		
Connecticut College	3,880		2,170
Eastern Connecticut State College	610	900	1,850
Fairfield University	2,735		2,275
Greater Hartford Community College	270	650	
Hartford College for Women	2,100		2,100
Holy Apostles College	1,175		1,750
Housatonic Community College	270	650	
Manchester Community College	475	800	2,525
Mattatuck Community College	500	916	
Middlesex Community College, Middletown	280	650	4,153
Mitchell College	2,802		2,200
Mohegan Community College	330	625	
Morse of Hartford	1,700		2,525
New Haven Academy of Business	1,750		2,319
Northwestern Connecticut Community College	300	650	2,400
Norwalk Community College	500		
Paier School of Art	1,800		
Post College	2,222		2,660
Quinebaug Valley Community College	270	850	
Quinnipiac College	2,650		2,320
Sacred Heart University	1,950		
Southern Connecticut State College	575	900	2,050
St. Basil's College	2,870		1,700
St. Joseph College	2,400		2,525
St. Thomas Seminary	1,600	200	1,100
Thames Valley State Technical College	250	650	
Trinity College, Hartford	3,745		2,255
Tunxis Community College	270	580	
University of Bridgeport	2,850		2,250
University of Connecticut, School of Dental Medicine	1,450	900	
University of Connecticut, School of Medicine	1,350	900	3,905
University of Connecticut, Storrs	815	1,050	2,585
University of Hartford	2,840		2,494
University of New Haven	2,210		
Waterbury State Technical College	220	650	
Wesleyan University	4,150		2,350
Western Connecticut State College	550	900	
Yale School of Epidemiology and Public Health	4,000		
Yale University	4,400		2,775
DELAWARE			
Brandywine College	1,850		2,450
Delaware Law School	2,200		4,050
Delaware State College	398	575	1,500
Delaware Technical and Community College, North	390	462	
Delaware Technical and Community College, South	390	462	
Goldey Beacom College	1,500		2,150
University of Delaware	795	1,135	2,307
Wesley College	2,700		1,732
Wilmington College, Newcastle	2,050		2,050

	Tuition and fees	Additional out-of-State tuition	Room and board, other
DISTRICT OF COLUMBIA			
Catholic University of America	$3,080		$2,605
Corcoran School of Art	2,535		
Federal City College	135	$795	
Gallaudet College	800		2,625
George Washington University	2,750		2,750
Georgetown University	3,250		2,450
Howard University	1,518		2,336
Johns Hopkins University, Advanced Studies	3,700		
Southeastern University	1,850		
Strayer College	1,710		3,100
Trinity College	2,670		2,275
Washington Hospital Center	1,035		2,028
FLORIDA			
Art Institute of Fort Lauderdale	1,900		2,740
Barry College	2,500		2,225
Bauder Fashion College	2,740		2,275
Biscayne College	2,240		2,360
Biscayne Paramedical Institute	2,550		2,470
Brevard Community College	330	330	
Broward Community College	288	360	
Chipola Junior College	350	350	2,150
College of Boca Raton	2,150		2,430
Collegiate Business Institute	2,000		
Community College of St. Augustine	700		
Daytona Beach Community College	450	360	
Eckerd College	3,190		1,865
Edison Community College	339	242	
Embry-Riddle Aeronautical University	2,816		2,800
Florida A. & M. University	645	1,440	2,274
Florida Atlantic University	690	1,440	2,445
Florida College	1,300		2,280
Florida Institute of Technology	2,340		2,475
Florida International University	675	1,440	
Florida Junior College, Jacksonville	360	150	
Florida Southern College	2,150		2,180
Florida State University	675	2,115	2,270
Florida Technological University	900	1,035	2,160
Fort Lauderdale College of Business and Finance	1,728		
Gulf Coast Community College	330	300	1,890
International Fine Arts College	4,245		1,575
Jackson Memorial Hospital	554	455	2,460
Jacksonville University	2,130		2,150
Lake City Community College	360	450	2,450
Lake Sumter Community College	400	384	
Lakeland Business Institute	1,600		2,175
Miami-Dade Community College, Downtown	394	360	
Miami-Dade Community College, North	394	360	
Miami-Dade Community College, South	394	360	
Palm Beach Atlantic College	1,650		2,300
Palm Beach Junior College	555	450	3,420
Pasco Hernando Community College, Brooksville	370	360	
Pasco Hernando Community College, Dade City	370	360	
Pasco Hernando Community College, New Port Richey	370	360	
Pensacola Junior College	297	297	
Pinellas Vocational Technical School		50	
Polk Community College	300	300	
Ringling School of Art	1,120		1,830
Rollins College	3,000		2,300
Ryder Technical Institute	2,260		
Seminole Community College	450	360	
Shelton College	1,050		1,400
St. Leo College	2,335		2,000
St. Petersburg Junior College, Clearwater	393	480	
St. Petersburg Junior College	393	480	
University of Florida	880	1,035	2,515
University of Miami	3,124		2,880
University of North Florida	900	1,440	
University of South Florida	675	1,290	2,050
University of Tampa	3,320		2,450
United Electronics Institute	1,735		
Valencia Community College	350	360	

	Tuition and fees	Additional out-of-State tuition	Room and board, other
GEORGIA			
Abraham Baldwin Agriculture College	$372	$432	$1, 640
Agnes Scott College	2, 750		1, 900
Albany Junior College	327	452	2, 275
Albany State College	680	648	1, 648
Armstrong State College	456	648	2, 124
Atlanta Area Technical School	110	240	
Atlanta Christian College	800		1, 600
Atlanta College of Art	2, 000		2, 700
Atlanta University	1, 650		2, 270
Augusta College	450	650	
Bainbridge Junior College	321	144	
Berry College	1, 815		2, 085
Beulah Heights Bible College	500		800
Brunswick Junior College	324	144	1, 920
Clayton Junior College	448		
Columbus College	445	619	2, 560
Coosa Valley Area Vocational Technical School	120		
Dalton Junior College	318	432	
De Vry Institute of Technology	2, 350		3, 090
DeKalb Community College Centre	340	500	
DeKalb Community College South	340	500	
Emanuel County Junior College	318	432	
Emory University	3, 150		2, 625
Floyd Junior College	318	432	
Fort Valley State College	492	1, 140	1, 650
Gainesville Junior College	357	474	
Georgia Institute of Technology	677	1, 167	2, 275
Georgia Southern College	486	648	2, 040
Georgia State University	525	1, 035	2, 815
Gordon Junior College	333	432	2, 105
Hall School of Nursing	1, 435		1, 795
Kennesaw Junior College	318	432	
La Grange College	1, 575		1, 325
Macon Junior College	318	360	
Medical College of Georgia	564	864	1, 900
Mercer University, Atlanta	1, 801		900
Mercer University, Macon	2, 484		1, 897
Mercer University, Southern School of Pharmacy	2, 250		3, 796
Middle Georgia College	484	432	1, 787
Morris Brown College	1, 840		1, 847
North Georgia College	504	648	1, 996
North Georgia Vocational Technical School	150	400	1, 800
Oglethorpe University	2, 478		2, 255
Oxford College of Emory University	2, 100		2, 175
Paine College	1, 330		1, 605
Piedmont College	1, 300		1, 100
Reinhardt College	1, 080		1, 865
Savannah State College	507	648	1, 485
Shorter College	1, 400	200	1, 775
South Georgia College	363	432	1, 637
South Georgia Vocational Technical School	48	400	1, 125
Southern Technical Institute	451		2, 010
Spelman College	1, 850		2, 150
Tift College	1, 275		1, 840
Toccoa Falls Institute	1, 505		2, 095
University of Georgia, Athens	615	864	1, 835
Valdosta Area Vocational Technical School	250	180	
Valdosta State College	483	648	1, 555
Walker County Technical School	105		
Wesleyan College	2, 485	2, 485	1, 860
West Georgia College	495	648	2, 010
HAWAII			
Cannons International Business College	1, 854		
Chaminade College of Honolulu	1, 310		2, 335
Hawaii Community College, Hilo	90	820	2, 562
Hawaii Loa College	1, 680		2, 050
Honolulu Community College	90	820	3, 082
Kapiolani Community College	90	820	
Kauai Community College	90	820	2, 652
Leeward Community College	90	820	
Maui Community College	90	910	2, 020
University of Hawaii at Manoa	478	675	2, 539
University of Hawaii, Hilo Community	102	820	2, 562

	Tuition and fees	Additional out-of-State tuition	Room and board, other
IDAHO			
Boise State University	$362	$1,040	$2,308
College of Idaho	2,800		2,240
East Idaho Vocational Technical School	200		1,700
Idaho State University	410	850	2,230
Lewis-Clark State College	311	700	2,180
North Idaho Junior College	370	530	2,130
Northwest Nazarene College	1,785		2,155
University of Idaho	400	1,000	2,070
ILLINOIS			
Augustana College	2,538		2,048
Aurora College	2,460		2,465
Black Hawk College, East	464		
Blackburn College	2,000		1,000
Christ Community Hospital	1,265		1,255
College of Lake County	408		
College of St. Francis, Joilet	2,030		2,150
Columbia College	2,175		
Concordia Teachers College	1,717		2,058
Concordia Theological Seminary	1,658		2,655
Danville Junior College	352	1,500	2,375
DeLourdes College	900		
DePaul University	2,295		2,505
Eastern Illinois University	790	846	1,950
Elgin Community College	350	1,655	3,400
Elmhurst College	2,760		2,340
Eureka College	2,480		2,160
Felician	920		
George Williams College	2,400		2,180
Governors State University	681	1,920	
Greenville College	2,305		2,050
Hebrew Theological College	1,825		2,500
Highland Community College	344	2,076	2,670
Illinois College	1,850		1,890
Illinois Benedictine College	2,345		2,450
Illinos College of Podiatry	3,600		
Illinois Valley Community College	340	1,018	2,150
Illinois Wesleyan University	3,307		1,973
John Wood Community College	440		2,225
Judson College	2,526		2,300
Kendall College	2,380		2,412
Kishwaukee College	374		
Knox College	3,530		2,020
Lake Forest College	3,510		2,000
Lincoln Christian College	1,512		1,679
Lincoln College	2,380		1,800
Lincoln Land Community College	335	1,024	2,165
Louis Warf Scholarship Program	1,480		2,550
Loyola University, Niles College	2,335		1,475
Loyola University of Chicago	2,500		2,400
MacCormack Junior College	1,875		
MacMurray College	2,850		1,410
Mallinkrodt College	1,070		
Mayfair College	150	1,500	
McCormick Theological Seminary	1,500		3,200
Millikin University	3,000		2,090
Monmouth College	2,840		2,050
Moody Bible Institute			1,750
Moraine Valley Community College	320	1,600	
Morrison Institute of Technology	1,350		1,600
National College of Chiropractic	1,780		2,200
National College of Education, Evanston	2,850		
National College of Education, Urban Campus	1,950		
North Central College	4,600		2,000
North Park College	2,841		2,009
Northern Illinois University	620	659	2,480
Northwestern Memorial Hospital	2,617		1,312
Northwestern University, Evening Division	1,950		
Northwestern University Medical School	4,300	4,300	2,800
Northwestern University, Physical Therapy	3,585		2,450
Northwestern University	3,840		2,270
Oakton Community College	475		
Parkland College	440	1,280	2,395
Parks College of St. Louis University	1,764		2,145
Principia College	3,375		2,803
Rockford College	2,600		1,880
Rosary College	2,180		1,940

	Tuition and fees	Additional out-of-state tuition	Room and board, other
ILLINOIS—Continued			
Rush University, College of Nursing and Health Science	$2,850	$2,850	$1,725
Rush University, Graduate College	2,850	2,850	1,800
Sangamon State University	440	661	
Sauk Valley College	480	1,371	
Sherwood Music School	1,706		350
Southeastern Illinois College	200	1,800	
Southern Illinois University Edwardsville	595	860	
Southwest College, Chicago	150	1,600	
St. Francis Hospital, Evanston	1,440		1,620
St. Mary of Nazareth Hospital	1,560		2,804
St. Xavier College	2,130		2,350
Trend International Beauty School	675		4,774
Trinity Christian College	2,100		1,900
Trinity College	2,400		2,245
Triton College	372	1,373	
University of Chicago, Graduate Division of Biological Science	4,930		4,500
University of Chicago, Graduate Library School	4,480		2,936
University of Illinois Medical Center	759	990	3,125
Waubonsee Community College	374	1,748	
Western Illinois University	575	846	2,100
Wheaton College	2,610		2,235
INDIANA			
Ancilla College	680		
Anderson College	2,200		1,680
Ball State University	720	720	1,830
Bethel College	1,765		1,530
Butler University	2,050		1,750
Calumet College	1,100		
Concordia Senior College	1,326		1,965
DePauw University	3,500		2,200
Goshen College	2,335		1,765
Grace College	1,920		1,825
Hanover College	2,360		1,630
Holy Cross Junior College	990		
Huntingdon College	2,370		1,800
Indiana Central University	2,175		1,925
Indiana Institute of Technology	1,980		2,275
Indiana University School of Medicine	1,050	2,200	3,674
Indiana University-Purdue University, Indianapolis	630	630	2,115
Indiana University, Bloomington	1,094	918	2,143
Indiana University, East	666	630	
Indiana University, Fort Wayne	750	700	1,950
Indiana University, Kokomo	636	630	2,115
Indiana University, South Bend	642	630	2,115
Indiana University, Southeast	654	630	
International Junior College of Business	2,000		1,290
Lockyear Business College	1,600		1,908
Manchester College	2,350		1,550
Marian College	1,915		1,770
Marion College, Marion	2,180		1,720
Michiana College of Commerce	1,080		1,530
Northwood Institute	1,875		1,990
Oakland City College	1,725		2,475
Oakland City College Technical Training	2,316		3,064
Parkview Methodist Hospital	960	970	1,110
Purdue University, Calumet	750	750	2,205
Purdue University, Lafayette	750	950	2,200
Purdue University, North Central	750	1,500	
Rose-Hulman Institute of Technology	2,700		1,800
St. Elizabeth School of Nursing	1,220	1,220	1,410
St. Francis College	1,615		2,250
St. Joseph's College	2,240		1,835
St. Mary-of-the-Woods College	1,980		1,830
St. Mary's College	2,750		2,600
St. Meinrad College	1,385		2,060
St. Meinrad School of Theology	1,500		2,060
Taylor University	2,495		2,145
Tri-State College	2,085		1,890
University of Evansville	2,150		1,750
University of Notre Dame	3,250		2,060
Valparaiso University	2,524		
Vincennes University	800	400	1,800
Wabash College	3,050		2,100
Wishard Memorial Hospital	1,020	391	685

	Tuition and fees	Additional out-of-State tuition	Room and board, other
IOWA			
Allen Memorial Hospital	$1, 135		$1, 705
Aquinas Institute of Theology	1, 385		2, 449
Briar Cliff College	1, 960		1, 458
Buena Vista College	2, 450		1, 550
Central College	2, 550		1, 750
Clarke College	2, 265		2, 035
Clinton Community College, Clinton	463	$202	1, 965
Coe College	2, 910		1, 800
Cornell College	3, 200		1, 770
Des Moines Area Community College, Ankeny	458	405	2, 198
Des Moines Area Community College, Boone	573	405	
Divine Word College	2, 000		1, 750
Dordt College	2, 020		1, 610
Drake University	2, 930		2, 130
Ellsworth Community College	460	200	1, 850
Finley Hospital School of Nursing	2, 302		1, 305
Graceland College	2, 340		1, 745
Grand View College	1, 575		2, 050
Grinnell College	3, 725		1, 645
Hawkeye Institute of Technology	426	426	2, 550
Indian Hills Community College, Centerville	480	210	
Indian Hills Community College, Ottumwa	460	210	
Iowa Central Community College, Webster	430	200	1, 075
Iowa Central Community College, Fort Dodge	450	200	1, 650
Iowa Lakes Community College, Estherville	470	200	1, 785
Iowa State University of Science and Technology	660	870	1, 840
Iowa Wesleyan College	2, 385		2, 115
Iowa Western Community College, Clarinda	450	225	2, 050
Iowa Western Community College, Council Bluffs	450	210	2, 075
Jennie Edmundson Hospital School of Nursing	1, 064	126	1, 925
Loras College	2, 180		2, 050
Luther College	2, 875		1, 550
Maharishi International University	2, 150		4, 850
Marshalltown Community College	460	200	1, 920
Marshalltown Community School of Nursing	787		2, 085
Marycrest College	2, 290		1, 910
Mercy Hospital, Des Moines	1, 740		965
Morningside College	2, 444		1, 606
Mount Mercy College	2, 205		1, 768
Mount St. Clare College	1, 150		1, 650
North Iowa Area Community College	435	200	1, 700
Northeast Iowa Area Vocational Technical, North	450	202	1, 550
Northeast Iowa Area Vocational Technical, South	500	225	1, 650
Northwestern College	2, 000		1, 685
Ottumwa Heights College	1, 140		1, 880
Palmer College of Chiropractic	2, 500		
Palmer Junior College	730		1, 450
Ryder Technical Institute	2, 420		2, 083
Scott Community College	650	270	2, 780
Simpson College	2, 425		1, 625
Southeastern Community College, West Burlington	459	216	
Southwestern Community College, Creston	430	100	1, 700
Spencer School of Business	2, 055		1, 320
St. Ambrose College	2, 220		1, 950
Stewart School of Hairstyling, Council Bluffs	690		2, 610
Stewart School of Hairstyling, Davenport	730		2, 615
Stewart School of Hairstyling, Sioux City	690		2, 610
University of Dubuque	2, 150		1, 750
University of Iowa	682	868	1, 985
University of Iowa College of Medicine	1, 200	1, 500	3, 085
University of Northern Iowa	630	570	1, 678
Upper Iowa University	2, 400		1, 720
Vennard College	1, 080		1, 839
Wartburg College	3, 565		1, 625
Westmar College	2, 205		1, 670
William Penn College	2, 495		1, 940
KANSAS			
Allen County College-Junior College	350	450	1, 550
Baker University	1, 910		1, 975
Benedictine College	1, 900		2, 095
Bethany College	1, 757		1, 860
Bethel College	1, 898		1, 835
Butler County College Junior College	350	890	1, 760
Central College, McPherson	1, 750		1, 650
Coffeyville College-Junior College	320	555	885
Colby College-Junior College	420	1, 800	1, 950
Emporia Kansas State College	536	495	2 094
Fort Hays Kansas State College	530	500	1, 970
Friends University	1, 856		2, 365

	Tuition and fees	Additional out-of-State tuition	Room and board, other
KANSAS—Continued			
Garden City Community College	$360	$885	$1,800
Heston College	1,740		
Johnson County College-Junior College	435	400	
Kansas City Kansas College-Junior College	360	435	
Kansas Newman College	1,860		1,990
Kansas Wesleyan	1,943		2,025
Marymount College	1,600		2,225
McPherson College	1,950		1,650
Mid-America Nazarene College	1,800		1,910
Ottawa University	2,305		2,070
Southwestern College	1,715		1,570
St. John's College	1,100		1,750
St. Mary College	1,350		1,875
St. Mary of the Plains College	1,700		2,150
Sterling College	1,900		1,750
University of Kansas	576	790	2,299
University of Kansas, Medical Center	430	1,220	2,700
Washburn University of Topeka	700	496	1,825
Way College of Emporia	2,000		1,600
KENTUCKY			
Asbury College	3,520		2,276
Ashland Community College	390	590	
Ashland State Vocational Technical School	49	460	
Bellarmine College	1,800		2,025
Berea College	3,950		1,700
Brescia College	1,380		1,900
Campbellsville College	1,400		1,975
Central Kentucky Area Vocational School	49	460	
Centre College of Kentucky	2,975		2,025
Cumberland College	1,325		1,545
Daviess County State Vocational Technical School	49	460	1,950
Eastern Kentucky University	440	530	1,750
Elizabethtown Community College	390	590	
Georgetown College	1,980	100	1,950
Hazard Community College	390	590	
Henderson Community College	390	590	
Hopkinsville Community College	390	590	
Jefferson Community College	390	590	
Jefferson State Vocational Technical School	49	489	
Kentucky Business College	1,584		
Kentucky State University	460	530	1,750
Kentucky Wesleyan College	1,400		1,870
Lees Junior College	1,650		1,750
Lexington Technical Institute	480	730	1,970
Lindsey Wilson College	780		1,920
Madisonville Community College	390	590	
Maysville Community College	390	590	
Murray State University	434	530	1,785
Northern Kentucky State College	460	530	2,070
Paducah Community College	390	590	
Paducah Vocational Education College	70	430	
Pikeville College	1,250		1,841
Prestonburg Community College	390	590	
Seminary of St. Pius X	1,225		2,050
Somerset Community College	390	590	
Southeast Community College	390	590	
Southeastern Christian College	1,020		1,550
Spencerian College	2,045		1,660
St. Catherine College	900		1,800
Thomas More College	1,800		200
Transylvania University	2,490		1,910
University of Kentucky	480	730	1,970
University of Louisville	1,072	1,200	1,682
Union College	1,710		1,636
United Electronics Institute	1,800		2,880
West Kentucky State Vocational Technical School	64	400	1,170
LOUISIANA			
Centenary College of Louisiana	1,510		1,825
D. Jays School of Beauty Arts	1,050		
Dillard University	1,800		1,600
Grambling College	415	630	1,580
Louisiana College	1,032		1,685
Louisiana Tech University	360	630	1,975
McNees State University	334	630	1,725
Newcomb College of Tulane University	3,330		2,270
Northeast Louisiana University	322	630	1,775
St. Joseph Seminary College	1,270		1,975
Tulane University	3,330		2,270

	Tuition and fees	Additional out-of-State tuition	Room and board, other
MAINE			
Andover Institute of Business	$1, 575		$650
Bates College	4, 850		550
Beal College	1, 540		2, 028
Bowdoin College	3, 880		2, 320
Central Maine Vocational Technical Institute	381	$600	1, 725
Colby College	3, 190		2, 010
College of the Atlantic	3, 100		2, 150
East Maine Vocational Technical Institute	325	300	1, 730
Husson College	2, 140		2, 375
John F. Kennedy College	1, 010		1, 975
Kennebec Valley Vocational Technical Institute	350	300	1, 600
Maine Maritime Academy	940	900	2, 325
Mansfield Beauty Academy	1, 100		
Nasson College	3, 005		2, 120
North Maine Vocational Technical Institute	351	300	1, 881
Plus Grays School of Business	1, 450		2, 150
Portland School of Art	1, 880		1, 950
Ricker College	2, 500		
South Maine Vocational Technical Institute	330	300	
St. Francis College	2, 825		2, 625
St. Joseph's College	1, 900		2, 000
Thomas College	2, 510		2, 400
University of Maine, Augusta	462	1, 050	2, 538
University of Maine, Bangor	600	1, 100	2, 255
University of Maine, Farmington	600	1, 050	2, 400
University of Maine, Fort Kent	754	1, 050	2, 441
University of Maine, Machias	620	1, 100	2, 400
University of Maine, Orono	725	1, 125	2, 330
University of Maine, Portland-Gorham	633	1, 000	2, 487
University of Maine, Presque Isle	600	1, 050	2, 375
Washington County Vocational Technical Institute	310	300	1, 790
Westbrook College	2, 330		2, 450
MARYLAND			
Allegany Community College	370	1, 100	3, 025
Award Beauty School	801		
Bay College of Maryland	1, 065		3, 172
Bowie State College	670	400	1, 950
College of Notre Dame of Maryland	2, 125		2, 125
Capitol Institute of Technology	1, 950		
Catonsville Community College	400	1, 350	
Cecil Community College	349	700	
Charles County Community College	400	720	
Coppin State College	601	501	2, 847
Essex Community College	410	1, 080	
Frederick Community College	340	900	
Frostburg State College	834	450	2, 089
Garrett Community College	350		2, 200
Goucher College	3, 130		2, 325
Hagerstown Business College	905		2, 100
Hagerstown Junior College	400	1, 000	2, 050
Hartford Community College	560	1, 380	2, 375
Hood College	2, 670		1, 975
Howard Community College	370		
Johns Hopkins University	3, 600		3, 000
Johns Hopkins University, Evening College	990		
Johns Hopkins University, School of Health Services	3, 600		3, 025
Loyola College	2, 045		2, 350
Memorial Hospital, Easton	1, 000		1, 550
Montgomery College, Rockville	560	1, 200	
Montgomery College, Takoma Park	560	1, 200	
Ner Israel Rabbinical College	1, 520		3, 035
Peabody Conservatory	3, 050		2, 300
Salisbury State College	600	650	1, 875
St. John's College	3, 700		2, 050
St. Joseph Hospital, Baltimore	700		
St. Mary's College of Maryland	600	250	1, 900
Towson State College	700	450	2, 075
Tri-State Beauty Academy	845	275	2, 615
University of Maryland School of Allied Health	720	1, 430	3, 115
University of Maryland School of Dentistry	1, 500	1, 750	4, 815
University of Maryland School of Law	900	1, 675	3, 215
University of Maryland School of Medicine	1, 500	1, 875	3, 840
University of Maryland School of Nursing	720	1, 430	3, 115
University of Maryland School of Pharmacy	720	1, 430	3, 115
University of Maryland School of Social Work	1, 000	1, 465	3, 215
University of Maryland University College	816		
University of Maryland, Baltimore	760	1, 388	2, 379
University of Maryland, College Park	778	1, 390	2, 375
Villa Julie College	1, 615		
Washington College	2, 530		1, 400
Western Maryland College	2, 550		1, 350

	Tuition and fees	Additional out-of-State tuition	Room and board, other
MASSACHUSETTS			
American International College	$2, 450		$2, 005
Amherst College	3, 975		3, 225
Andover Institute of Business	1, 825		2, 945
Anna Marie College	2, 060		2, 350
Aquinas Junior College, Milton	1, 450		
Art Institute of Boston	1, 826		3, 740
Assumption College	2, 550		2, 200
Atlantic Union College	2, 412		1, 800
Babson College	3, 250		2, 250
Bay State Junior College of Business for Women	1, 675	$1, 657	2, 890
Becker Junior College	1, 965		1, 530
Bentley College	2, 650		
Berklee College of Music	2, 250		2, 450
Berkshire Community College	350	300	
Boston City Hospital School of Nursing	635		
Boston College	3, 350		2, 450
Boston Conservatory of Music	2, 300		2, 550
Boston School of Occupational Therapy	3, 800		2, 900
Boston State College	1, 500	500	
Boston University	3, 715		2, 525
Boston University School of Medicine	4, 903		
Bradford College	3, 175		2, 275
Bristol Community College	470	582	
Brockton Hospital	520		1, 340
Bunker Hill Community College	350	300	
Cape Cod Community College	370	300	2, 650
Clark University	3, 722		2, 280
College for Women, Endicott	2, 290		2, 200
College of Our Lady of Elms	1, 700		1, 900
College of the Holy Cross	3, 540		2, 175
Curry College	3, 100		2, 350
Dean Junior College	2, 810		2, 380
East Coast Aero Technical School	2, 270		3, 300
Eastern Nazarene College	1, 985		1, 865
Emerson College	3, 156		2, 600
Emmanuel College	2, 550		2, 050
Episcopal Theological School	2, 011		3, 176
Essex A. & T. Institute	25		
Fisher Junior College	2, 500		2, 690
Fitchburg State College	625	600	3, 100
Fletcher School of Law and Diplomacy	3, 700		3, 000
Forsyth School for Dental Hygienists	3, 380		1, 900
Framingham State College	600	700	2, 025
Framingham Union Hospital	615		
Franklin Institute of Boston	2, 200		2, 675
Gordon College	2, 757		2, 185
Graham Junior College	2, 450		2, 650
Greenfield Community College	495	300	2, 300
Hampshire College	4, 350		2, 490
Harvard University	3, 400		
Hellenic College	1, 945		2, 350
Katherine Gibbs School	2, 275		4, 430
Lawrence Memorial Hospital of Medicine	1, 060		1, 765
Leicester Junior College	1, 895		2, 100
Lesley College	3, 090		2, 790
Longy School of Music	1, 600		1, 990
Malden Hospital	1, 500		1, 300
Massachusetts Bay Community College	375	100	
Massachusetts College of Pharmacy	2, 425		300
Massachusetts Institute of Technology	4, 150		3, 500
Merrimack College	2, 450		2, 385
Middlesex Community College	350	300	
Mount Holyoke College	3, 400		2, 700
Mount Ida Junior College	2, 525		2, 675
Mount Wachusett Community College	365	300	
New England Baptist Hospital	1, 845		1, 950
New England Conservatory of Music	3, 683		3, 634
New England Deaconess Hospital	2, 025		2, 000
New England School of Art	1, 551		2, 200
New England School of Law	2, 350		3, 700
Newbury Junior College	1, 720		2, 800
Newton Wellesley Hospital	1, 275		1, 325
Nichols College	2, 250		2, 460
North Adams State College	680	1, 380	2, 140
Northeast Institute of Industrial Technology	2, 145		2, 325
Northeastern University	2, 372		2, 180
Pine Manor Junior College	3, 325		2, 675
Plus Kinyon Campbell Business School	1, 620		
Quincy City Hospital	600	100	1, 725
Quinsigamond Community College	452	400	
Radcliffe College	4, 100		3, 270
Roxbury Medical Technical Institute	2, 000	2, 500	

	Tuition and fees	Additional out-of-State tuition	Room and board, other
MASSACHUSETTS—Continued			
Salem State College	$625	$700	$2,128
School of Worcester Art Museum	1,550		2,750
Simmons College	3,268		2,506
Simon's Rock	3,700		2,000
Smith College School for Social Work	1,837		
Smith College	3,700		2,470
Southeastern Massachusetts University	670	610	2,980
Springfield Hospital Medical Center	650	625	1,600
Springfield Technical Community College	350	300	2,350
St. John's Seminary College	1,200		2,300
Stonehill College	2,650		2,310
Suffolk University	1,650		2,575
Swain School of Design	1,975		2,900
Sylvania Technical School	2,395		
Tufts University and Jackson College of Tufts University	3,837		2,963
University of Lowell	415	1,115	1,980
University of Massachusetts, Amherst	650	1,200	2,150
University of Massachusetts, Boston	495		
Wentworth College of Technology	2,075		2,550
Wentworth Institute of Technology	2,075		2,550
Western New England College	2,105		2,050
Westfield State College	645	700	1,995
Wheaton College	4,150		2,250
Wheelock College	2,915		2,150
Whidden Memorial Hospital	1,000		1,000
Williams College	3,755		2,545
Worcester City Hospital	600	300	700
Worcester Industrial Technical Institute	50		
Worcester Polytechnic Institute	3,516		2,282
Worcester State College	600	600	1,900
MICHIGAN			
Adrian College	2,320		2,004
Albion College	2,761		2,210
Alma College	2,803		2,001
Alpena Community College	454	538	2,135
Andrews University	2,441		1,988
Aquinas College	2,440		2,060
Argubright Business College	1,650		
Baker Business University	1,775		1,415
Bay de Noc Community College	356	170	2,480
Bronson Methodist Hospital	1,510	540	1,160
Carnegie Institute of Detroit	2,434		
Center for Creative Studies	2,150		
Central Michigan University	674	900	2,105
Cleary College	2,050		2,130
Concordia Lutheran Junior College	1,215		1,905
Cranbrook Academy of Art	2,446		2,845
Davenport College of Business	1,680		1,605
Detroit Engineering Institute	1,500		
Detroit Institute of Technology	1,580		
Duns Scotus College	1,500		1,750
Eastern Michigan University	627	890	2,073
Ferris State College	752	903	1,997
General Motors Institute	852		3,640
Gogebic Community College	545		2,325
Grace Hospital, Detroit	2,188		475
Grand Rapids Baptist College	1,730		1,770
Grand Valley State Colleges	720		2,130
Henry Ford Community College	442		
Highland Park College	630	930	
Hillsdale College	2,834		
Institute of Computer Technology	3,172		
John Wesley College	2,100		2,100
Jordan College	1,245		1,515
Kalamazoo Valley Community College	390	690	2,022
Kellogg Community College	372	589	
Lake Michigan College	350	150	
Lake Superior State College	600	708	2,200
Lansing Community College	399	720	2,050
Lawrence Institute of Technology	1,200		
Macomb County Community College, Main	420	340	
Madonna College	1,118		2,245
Marygrove College	2,050		2,100
Mercy Central School of Nursing	1,430		1,980
Mercy College of Detroit	1,800		2,200
Merrill Palmer Institute	2,300		2,125

	Tuition and fees	Additional out-of-State tuition	Room and board, other
MICHIGAN—Continued			
Michigan Christian Junior College	$1,526		$2,104
Michigan State University	832	$945	2,273
Michigan Technological University	645	993	2,111
Mid-Michigan Community College	400	192	1,850
Monroe County Community College	370	240	1,000
Muskegon Business College	1,350		1,650
Muskegon Community College	341	527	
North Central Michigan College	372	159	2,215
Northern Michigan University	666	864	2,326
Northwestern Michigan College	708	1,050	2,080
Northwood Institute	2,010		1,890
Oakland University	774	1,256	2,338
Olivet College	2,520		2,085
Parsons Business School	1,385		1,750
R.E.T.S. Electronic School	1,302		
Reformed Bible College	1,260		1,920
Sacred Heart Seminary	800	300	1,150
Saginaw Business Institute	1,371		2,275
Saginaw Valley College	670	899	2,125
Shaw College at Detroit	2,500		
Siena Heights College	1,550		2,050
Southwestern Michigan College	510	300	
Spring Arbor College	2,300		2,175
St. Mary's College	1,200		1,550
Suomi College	2,800		2,550
Thomas M. Cooley Law School	1,809		
University of Detroit	2,550		
University of Michigan, Dearborn	640		2,010
University of Michigan, Flint	614	1,840	3,500
Walsh College of Accounting & Business Administration	1,132		
Wayne County Community College	408	150	2,100
Wayne State University School of Medicine	1,706	1,788	4,190
Wayne State University	855	1,431	
West Shore Community College	470	900	1,950
Western Michigan University	945	960	2,200
MINNESOTA			
Alexandria Area Technical Institute	25	900	2,100
Anoka-Hennepin Area Vocational Technical School	555	900	1,650
Anoka-Ramsey Community College	460	400	1,905
Augsburg College	2,550		1,850
Austin State Junior College	500	900	
Bethany Lutheran College	1,455		2,025
Bethel College	2,520		1,780
Brainard Area Vocational Technical Institute	1,925	1,100	2,070
Carleton College	3,275		1,825
College of St. Benedict	2,210		1,890
College of St. Catherine	2,300		2,075
College of St. Scholastica	2,322		1,996
College of St. Teresa	2,300		2,075
College of St. Thomas	2,325		2,025
Concordia College, Moorhead	2,535		1,510
Concordia College, St. Paul	2,660		1,675
Crosier Seminary Junior College	1,130		1,650
Dr. Martin Luther College	875		1,470
East Grand Forks Area Vocational Technical School	25	1,000	2,275
Fergus Falls State Junior College	500	400	1,800
Glamour Beauty Academy	895		3,427
Golden Valley Lutheran College	2,046		2,253
Gustavus Adolphus College	3,050		1,550
Hamline University	2,900		2,000
Hibbing Community College	500	420	2,200
Inver Hills Community College	450	405	2,750
Itasca State Junior College	500	410	2,200
Lutheran Deaconess Hospital School	1,646		915
MacAlester College	3,400		1,900
Mankato State University	576	396	1,974
Medical Institute of Minnesota	2,375		2,975
Mesabi Community College	525	400	2,175
Minneapolis College of Art Design	2,300		3,050
Minnesota Bible College	870		685
Moorhead State University	564	444	1,986
North Central Bible College	1,332		
Northwestern College of Chiropractic	1,955		3,230
Northwestern College	1,800		2,341
Rainy River Community College	480	400	1,360
Rasmussen School of Business	1,305		1,950

	Tuition and fees	Additional out-of-State tuition	Room and board, other
MINNESOTA—Continued			
Red Wing Area Vocational Technical Institute	$10		$2,940
Rochester Community College	475	$300	
Southwest Minnesota State College	550	370	1,950
St. Cloud School of Nursing	1,200		1,765
St. John's University	2,210		1,885
St. Luke's Hospital, Duluth	1,206	948	815
St. Mary's College	2,500		2,100
St. Olaf College	2,800		1,750
St. Paul Bible College	1,250		1,700
Thief River Falls Area Vocational Technical School	370	530	2,040
University of Minnesota Technical College, Crookston	672	1,737	2,155
University of Minnesota, Duluth	800	1,200	2,200
University of Minnesota, Minneapolis	840	1,310	2,490
University of Minnesota, Morris	850	1,350	2,300
Vermilion Community College	500	410	2,200
Willmar Area Vocational Technical Institute	35	900	2,050
Worthington Community College	492	420	
MISSISSIPPI			
Blue Mountain College	1,130		1,480
Clarke College	720		1,290
East Mississippi Junior College	395	400	1,020
Millsaps College	2,330		1,700
Mississippi College	1,842		2,350
Mississippi Gulf Coast Junior College	254	400	
Mississippi Industrial College	1,262		1,518
Mississippi State University	565	700	2,035
Mississippi University for Women	705	700	1,910
Southwest Mississippi Junior College	220	500	1,095
Tougaloo College	1,350		1,430
University of Mississippi	950	700	2,075
University of Southern Mississippi	558	700	1,700
Utica Junior College	220	200	1,700
William Carey College	1,350		1,400
Wood Junior College	704		1,850
MISSOURI			
Central Bible College	1,100		1,875
Central Christian College of Bible	688		1,040
Central Methodist College	1,700		1,600
Central Missouri State University	315	600	1,655
Columbia College	2,200		1,515
Concordia Seminary	1,500		2,540
Cottey College	1,500		2,300
Culver-Stockton College	3,200		1,920
East Central Junior College, Union	320	320	
Evangel College	1,435		2,259
Harris Teachers College	250	1,250	
Joint Project for Theological Education	1,300		
Kansas City Art Institute	2,900		2,700
Kemper Military School and College	1,450		2,420
Lincoln University, Jefferson City	360	270	1,610
Lindenwood Colleges	2,350		2,400
NEBRASKA			
Chadron State College	566	384	1,592
Concordia Teachers College	1,430		1,735
Creighton University	2,450		2,025
Dana College	2,300		1,550
Doane College	2,260		1,800
Hastings College	2,430		1,800
Kearney State College	568	332	1,822
Mary Lanning Memorial Hospital	2,266		
Metro Technical Community College, Fort Omaha	520	330	2,255
Metro Technical Community College, Southwest	520	330	2,255
Midland Lutheran College	2,100		1,650
Nebraska Christian College	1,328		980
Nebraska Wesleyan University	2,200		2,000
Nebraska Western College	300	[illegible]	1,700
Northeast Community College	306	432	
Peru State College	601	384	1,840
Stewart School of Hairstyling	730		
University of Nebraska Medical Center	550	550	2,350
University of Nebraska School of Technical Agriculture	445	375	1,748
University of Nebraska, Lincoln	663	900	1,937
University of Nebraska, Omaha	850	925	2,300
York College	1,280		1,590
NEVADA			
University of Nevada, Las Vegas	600	1,200	2,235

	Tuition and fees	Additional out-of-State tuition	Room and board, other
NEW HAMPSHIRE			
Catholic Medical Center, East	$900		$1,210
Colby-Sawyer College	3,080		1,925
Concord Hospital, Concord	845		1,510
Dartmouth College	4,230		3,730
Franconia College	4,040		2,420
Franklin Pierce College	2,875		2,300
Franklin Pierce Law Center	2,700		
Hesser College	1,490		1,960
Keene State College	750	$1,200	1,950
Magdalen College	1,900		1,650
McIntosh Junior College	1,470		
Nathaniel Hawthorne College	2,693		1,750
New England Aeronautical Institute	1,945		2,345
New England College	3,160		2,210
New Hampshire College	2,695		2,310
New Hampshire Technical Institute	425	1,150	2,210
New Hampshire Vocational Technical College, Berlin	430	675	1,970
New Hampshire Vocational Technical College, Claremont	590	675	2,200
New Hampshire Vocational Technical College, Laconia	420	675	2,225
New Hampshire Vocational Technical College, Manchester	420	650	2,850
New Hampshire Vocational Technical College, Nashua	420	675	2,860
Notre Dame College	1,885		2,050
Plymouth State College	770	1,200	1,930
Rivier College	1,750		2,250
University of New Hampshire	1,039	1,700	2,010
University of New Hampshire, Merrimack Valley	610	1,300	
White Pines College	1,850		2,104
NEW JERSEY			
Bergen Community College	610		
Bloomfield College	2,190		2,220
Brookdale Community College	435	400	
Burlington County College	436		
Caldwell College	2,150		1,950
Camden County College	350	250	
Centenary College for Women	2,550		2,835
Christ Hospital, Jersey City	775		325
College of St. Elizabeth	2,275		2,150
Don Bosco College	2,400		2,705
Drew University	3,330		2,125
East Orange General Hospital	1,350		1,375
Elizabeth General Hospital	929	525	1,571
Englewood Hospital	1,425		1,868
Fairleigh Dickinson University, Madison	2,592		2,333
Fairleigh Dickinson University, Rutherford	2,550		2,250
Fairleigh Dickinson University, Teaneck	2,560		2,240
Georgian Court College	2,000		2,000
Gloucester County College	450		
Immaculate Conception Seminary	1,030		1,980
Institute Metrology Instrument	1,600		1,800
Jersey City State College	706	535	1,950
Kean College of New Jersey	644	535	2,325
Lincoln Technical Institute	3,100		
Lyons Education Center, Hackensack	2,000		825
Lyons Education Center, Newark	2,000		
Lyons Institute	2,000		825
Mercer County Community College	410	370	
Mercer Medical Center School of Nursing	800		2,425
Middlesex County College	450		
Monmouth College	2,630		2,440
Montclair State College	679	535	2,521
New Jersey Institute of Technology	903	392	
Ocean County College	463	400	
Plaza School	2,500		
Plaza Technical Institute	2,500		
Princeton University	4,300		2,725
Ramapo College of New Jersey	700	300	2,050
Rider College	2,400		1,950
Rutgers State University	735	585	2,465
Seton Hall University	2,400		2,100
Somerset County College	350	1,050	785
St. Peter's College	2,323		2,750
Stevens Institute of Technology	3,350		2,290
Stockton State College	701	535	2,159
Trenton State College	704	535	2,425
Union County Technical Institute	430	1,050	
Upsala College	2,850		2,360
Westminster Choir College	2,675		2,825
William Paterson College of New Jersey	800	535	2,650

	Tuition and fees	Additional out-of-State tuition	Room and board, other
NEW MEXICO			
College of Santa Fe	$2, 130		$2, 700
College of the Southwest	600		
Kay Pardolls Beauty College	776		2, 305
New Mexico Highlands University	452	$567	1, 881
New Mexico Institute of Mining	458	996	2, 280
New Mexico Military Institute	487	580	1, 565
New Mexico State University grants	463	612	
New Mexico State University	550	830	2, 090
St. John's College	3, 675		2, 025
University of Albuquerque	2, 065		2, 400
University of New Mexico	520	996	2, 560
NEW YORK			
Adirondack Community College	646	580	2, 230
Airco Technical Institute	2, 310		
Albany Business College	1, 650		2, 350
Albany College of Pharmacy	1, 577		
Albany Medical Center	775		
Albany Medical College	4, 800		3, 400
American Academy of Dramatic Arts	1, 650		
Apex Technical School	2, 600		
Bank Street College of Education	4, 500		
Bard College	4, 200		2, 350
Barnard College	3, 650		2, 650
Bennett College	3, 370		2, 470
Bork Trade School	1, 895		
Beth Rivkah Schools	1, 050		2, 600
Bnai Torah Institute	1, 500		2, 350
Borough of Manhattan Community College	114	1, 400	
Briarcliff College	3, 600		2, 150
Briarcliffe Secretarial School	1, 800		
Bronx Community College	90	1, 400	
Brooklyn College	156	1, 400	
Broome Community College	720	650	2, 350
Buffalo General Hospital	1, 145	425	1, 050
C. W. Post of Long Island University	2, 620		2, 340
Canisius College	2, 450		2, 105
Cathedral College	2, 150		2, 700
Catholic Medical Center of Brooklyn	1, 100		1, 200
Cayuga County Community College	739	650	2, 000
Cazenovia College	2, 800		1, 975
Central City Business Institute	1, 572		2, 405
Clarkson College of Technology	3, 350		2, 400
Clinton Community College, Plattsburgh	700	590	2, 300
Colgate University	3, 800		2, 300
College of Mount St. Vincent	2, 300		2, 125
College of New Rochelle	2, 550		2, 475
College of St. Rose	1, 955		1, 925
Collegiate Institute	1, 900		
Columbia Institute of Chiropractic	2, 605		3, 350
Columbia University Teachers College	3, 200		2, 930
Columbia University, Columbia College	4, 000		3, 000
Columbia University, School of Nursing	4, 000		2, 900
Columbia-Greene Community College	660	600	2, 550
Concordia College	2, 080		
Cooper Union	200		3, 200
Cornell University, New York Hospital School of Nursing	2, 600		3, 570
Cornell University, endowed units	4, 110		2, 600
Cornell University, statutory units	1, 800	1, 000	2, 600
Corning Community College	725	600	
Crouse Irving Hospital	1, 660		1, 460
Culinary Institute of America	3, 100		1, 550
CUNY, Graduate School	1, 640	2, 000	
CUNY, Bernard Baruch College	160	1, 400	
CUNY, City College	156	1, 400	
CUNY, Herbert Lehman College	160	1, 400	
CUNY, Hunter College	122	1, 400	
CUNY, John Jay College of Criminal Justice	148	1, 400	
CUNY, Kingsborough Community College	112	1, 400	
CUNY, Queens College	202	1, 400	
CUNY, Queensborough Community College	106	1, 400	
CUNY, Staten Island Community College	116	1, 400	
CUNY, York College	146	1, 400	
Dominican College of Blauvelt	1, 400		1, 680
Dover Business College	2, 035		
Dutchess Community College	700	375	2, 425
D'Youville College	2, 440		2, 100
Eastman School of Music	5, 101		2, 501
Eisenhower College	3, 205		2, 295
Elizabeth Seton College	2, 100		2, 250

	Tuition and fees	Additional out-of-State tuition	Room and board, other
NEW YORK—Continued			
Elmira College	$3,425		$2,175
Erie Community College, City	680	$640	
Erie Community College, North	680	640	1,675
Erie Community College, South	681	640	
Eugenio M. de Hostos Community College	120	1,400	
Fiorello H. LaGuardia Community College	70	1,400	
Friends World College	2,550		2,025
Fulton Montgomery Community College	670	600	2,050
General Theological Seminary	1,890		2,350
Genesee Community College, Batavia	900	650	2,310
Harriman College	2,470		1,750
Hartwick College	3,850		2,450
Hebrew Union College New York	1,800		6,500
Heffley & Browne Secretarial School	2,100		
Hilbert College	1,410		4,990
Hobart College	3,650		2,150
Hofstra University	3,040		2,700
Houghton College	2,450		1,960
Houghton College, Buffalo	2,313		1,590
Hudson Valley Community College	700	600	2,700
Interboro Institute	2,023		
Ithaca College	3,758		2,396
Jamestown Business College	1,475		1,940
Jamestown Community College	630	555	
Jefferson Community College	900	650	2,225
Jewish Hospital & Medical Center	1,000		1,650
Juilliard School	2,690		3,300
Junior College of Albany	1,770		
Katherine Gibbs School	2,275		
Keuka College	3,450		1,730
King's College	2,200		1,700
Lab Institute of Merchandising	2,520		2,655
Ladycliff College	2,290		2,200
LeMoyne College	2,400		1,950
Long Island University Brooklyn Center	2,665		2,705
Lutheran Theological Seminary	900		2,150
Manhattan College	2,800		1,950
Manhattan School of Music	2,700		3,000
Manhattanville College	3,330		4,520
Maria College of Albany	1,300		1,900
Maria Regina College	1,450		1,845
Marist College	2,460		2,000
Marymount College	3,100		2,725
Marymount Manhattan College	2,200		3,205
Medger Evers College	150	1,400	
Mercy College	1,700		2,725
Millard Fillmore Hospital	965	1,465	1,595
Mohawk Valley Community College	714	600	1,990
Molloy College	2,700		
Monroe Community College	700	650	2,400
Nazareth College of Rochester	2,500		2,275
New School for Social Research	2,570		
New York City Community College, Brooklyn	102	1,400	
New York City Community College, Voorhees	102	1,400	
New York Phoenix School of Design	3,060		
New York Studio School of Drawing	2,200		
New York University School of Medicine	5,450		3,550
New York University	3,600		2,775
Niagara County Community College	700	650	1,950
Niagara University	2,300	2,400	2,200
North County Community College	700	600	2,100
Nyack College	2,088		1,834
Olean Business Institute	1,355		1,665
Onondaga Community College	700	650	2,325
Orange County Community College	715	650	2,235
Pace University, College of White Plains	2,300		2,350
Pace University, New York City	2,500		2,425
Pace University, Westchester	2,500		2,300
Parsons School of Design	2,840		3,150
Polytechnic Institute of New York	2,900		2,425
Pratt Institute	3,050		2,850
Rabbinical Seminary of America	1,500		2,200
Rensselaer Polytechnic Institute	3,900		2,550
Richmond College, Staten Island	158	1,400	
Rochester Business Institute	1,450		1,750
Rochester Institute of Technology	2,938		2,372
Rockland Community College	650	600	
Rosary Hill College	2,570		2,404
Russell Sage College	2,740		2,400
Sarah Lawrence College	4,190		3,200

	Tuition and fees	Additional out-of-State tuition	Room and board, other
NEW YORK—Continued			
School of Visual Arts	$2,100		$4,855
Siena College	2,455		2,100
Sisters of Charity Hospital	2,080		1,080
Skidmore College	4,115		2,640
Southampton College of Long Island	2,710		2,280
St. Bonaventure University	2,355		2,235
St. Francis College	2,260		2,425
St. John Fisher College	2,800		2,050
St. John's Riverside Hospital	1,760		1,560
St. John's University, Jamaica	2,430		3,480
St. Joseph's College	1,900		
St. Joseph's Hospital Health Center	1,608		1,150
St. Lawrence University	3,170		2,355
St. Luke's Hospital	2,730		2,370
St. Vincent's Medical Center	1,105	$295	
Suffolk County Community College, Brentwood	560	510	
Suffolk County Community College, Selden	560	510	
Sullivan County Community College	800	650	2,475
SUNY A&T College at Alfred	745	425	2,255
SUNY A&T College at Canton	900	525	2,050
SUNY A&T at Cobleskill	766	425	2,125
SUNY A&T College at Delhi	855	425	2,230
SUNY A&T College at Farmingdale	885	500	2,565
SUNY A&T at Morrisville	775	425	2,025
SUNY at Binghamton	765	425	2,235
SUNY at Buffalo	810	425	2,690
SUNY at Stony Brook	745	425	2,420
SUNY College at Brockport	740	335	2,255
SUNY College at Buffalo	770	425	
SUNY College at Cortland	745	425	2,205
SUNY College at Fredonia	1,033	500	2,210
SUNY College at Geneseo	775	425	2,100
SUNY College at New Paltz	791	421	2,259
SUNY College at Old Westbury	975	425	2,225
SUNY College at Oneonta	786	425	2,214
SUNY College at Oswego	750	1,200	2,075
SUNY College at Pittsburgh	980	300	2,120
SUNY College at Potsdam	750	425	2,150
SUNY College at Purchase	845	750	2,285
SUNY College at Utica-Rome	895	500	2,325
SUNY College of Environmental Science & Forestry	650	425	2,375
SUNY College of Optometry	1,630	400	3,230
SUNY Maritime College	748	425	3,555
SUNY Upstate Medical Center	790	400	3,010
Syracuse University	3,550		2,650
Tobe Coburn School of Fashion	2,200		3,850
Tompkins-Cortland Community College	715	650	2,475
Traphagen School of Fashion	1,879		2,510
Trocaire College	1,800		1,875
University of Rochester	3,885		2,465
Ulster County Community College	710	650	2,200
Union College	3,825		2,275
Utica College of Syracuse University	3,040		2,205
Utica State Hospital	310		
Vassar College	3,410		2,300
Villa Maria College of Buffalo	1,500		900
Wadhams Hall	1,590		2,200
Wagner College	2,650		2,200
Webb Institute of Naval Architecture			1,850
Wells College	3,260		2,290
Westchester Community College	700	600	
William Smith College	3,650		2,150
Wood School	1,995		
Yeshiva University	2,595		2,250
NORTH CAROLINA			
American College of Commerce	1,600		2,175
Appalachian State University	850	1,660	1,747
Asheville Buncombe Technical Institute	123	390	3,335
Beaufort County Technical Institute	117	371	1,594
Belmont Abbey College	1,995		1,945
Bennett College	1,565		1,885
Brevard College	1,420	200	1,650
Campbell College	1,861	50	1,785
Cape Fear Technical Institute	118	388	2,581
Carolina Coastal Community College	120	388	
Catawba College	2,145		1,720
Catawba Valley Technical Institute	114	388	

	Tuition and fees	Additional out-of-State tuition	Room and board, other
NORTH CAROLINA—Continued			
Cecils Business College	$1, 600		$2, 175
Central Carolina Technical Institute	115	$388	2, 150
Chowan College	1, 415	150	1, 835
Craven Technical Institute	38	129	
Davidson College	2, 880		2, 180
Davidson County Community College	121	366	
Davis Hospital	800		
Duke University	3, 300		2, 250
Durham Technical Institute	136	390	2, 750
East Carolina University	644	1, 648	1, 950
Elizabeth City State University	641	1, 408	1, 695
Elon College	1, 650		2, 510
Fayetteville State University	526	1, 146	1, 739
Gardner-Webb College	2, 540		1, 745
Greensboro College	1, 960	1, 960	1, 860
Guilford College	2, 215		1, 590
Guilford Technical Institute	160	390	2, 441
Haywood Technical Institute	108	389	
High Point College	1, 675		1, 800
Jefferson College	1, 060		
John Wesley College	1, 180		1, 070
Johnston Technical Institute	120	388	1, 696
Lees-McRae College	1, 260		1, 820
Livingstone College	125		1, 705
Louisburg College	1, 400		1, 675
Maison de Paris Beauty College	625		
Mars Hill College	2, 000		1, 700
Mayland Technical Institute	108	380	2, 400
Meredith College	2, 000		1, 600
Methodist College	1, 710		1, 400
Mitchell Community College	168	389	
Montreat Anderson College	1, 500		1, 700
Mount Olive College	1, 450		1, 850
Nash Technical Institute	114	314	
North Carolina A&T State University	582	1, 649	1, 710
North Carolina School of the Arts	681	1, 404	1, 960
North Carolina State University	525	1, 650	1, 925
North Carolina Wesleyan College	1, 750		1, 775
Pamlico Technical Institute	133	487	
Peace College of Raleigh	1, 380		2, 275
Pfeiffer College	1, 920		2, 300
Piedmont Aerospace Institute	1, 620		1, 725
Piedmont Technical Institute	108	314	
Queens College	2, 470		2, 300
Richmond Technical Institute	152	347	1, 750
Rockingham Community College	99	415	
Sampson Technical Institute	120	314	2, 400
Sandhills Community College	124	287	
Shaw University	1, 880		1, 650
Southeastern Community College	125	387	
St. Augustine's College	1, 550		1, 750
St. Mary's College	2, 070		2, 580
Surry Community College	160	385	1, 990
Tri-County Technical Institute	140	510	
University of North Carolina, Asheville	426	2, 120	
University of North Carolina, Chapel Hill	450	1, 650	2, 250
University of North Carolina, Charlotte	625	1, 660	1, 725
University of North Carolina, Greensboro	525	1, 650	1, 775
University of North Carolina, Wilmington	362	1, 680	1, 975
Wake Forest University, Bowman Gray School of Medicine	3, 500		3, 400
Wake Forest University	2, 500		1, 800
Warren Wilson College	2, 200		1, 500
Wayne Community College	117	387	2, 155
Western Carolina University	706	1, 666	1, 510
Western Piedmont Community College	120	450	
Wilson County Technical Institute	121	388	1, 945
Wilson Memorial Hospital	1, 120		
Wingate College	1, 180		1, 570
NORTH DAKOTA			
Bismarck Junior College	595	165	1, 950
Dickinson State College	477	537	1, 650
Jamestown College	2, 090		2, 010
Mayville State College	470	540	
North Dakota State School of Science	423	537	1, 677
North Dakota State University	504	729	2, 025
University of North Dakota School of Medicine	805	850	2, 945
University of North Dakota, Grand Forks	525	700	1, 775
Valley City State College	478	537	1, 587

	Tuition and fees	Additional out-of-State tuition	Room and board, other
OHIO			
Adult Health Care School of Practical Nursing	$831	$400	
Art Academy of Cincinnati	1,243		$2,550
Ashland College	2,908		2,092
Athenaum of Ohio	1,300		2,050
Baldwin-Wallace College	3,430		1,781
Belmont Technical College	660	75	
Bethesda Hospital, Cincinnati	1,295		2,015
Bliss Business College	2,295		953
Bluffton College	2,560		1,675
Boardman Beauty Academy	850		
Capital University	2,950		2,150
Case Western Reserve University Bolton, School of Nursing	4,362		2,590
Case Western Reserve University	3,435		2,395
Cedarville College	1,955		2,015
Central Ohio Technical College	725	450	
Chatfield College	975		
Cincinnati College of Mortuary Science	1,540		
Cincinnati Technical College	600	390	
Circleville Bible College	1,280		1,830
Cleveland Institute of Art	2,125		2,720
Cleveland Institute of Music	3,300		2,600
Cleveland State University	720	720	
College of Steubenville	1,950		2,000
College of Wooster			5,250
Columbus College of Art & Design	2,500		1,900
Cuyahoga Community College, Eastern	330	600	
Cuyahoga Community College, Metropolitan	330	600	
Cuyahoga Community College, Western	330	600	
Definance College	2,560		1,660
Denison University	3,550		1,990
Edgecliff College	1,850		2,350
Edison State College	675	600	
Electronic Technology Institute	1,950		2,500
Findlay College	2,595		1,725
Franklin University	1,800		2,545
Good Samaritan Hospital	1,120		800
Grant Hospital	1,950		1,925
Hammel Actual Business College	2,300		
Heidelberg College	3,000		1,750
Hiram College	3,285		1,790
Hocking Technical College	700	525	2,385
John Carroll University	2,200		1,900
Kent State University, Kent	900	1,200	2,230
Kent State University, Trumbull	660	1,200	
Lake Erie College	2,875		2,025
Lorain County Community College	495	405	750
Malone College	2,174		1,826
Marietta College	2,875		1,725
Miami University, Oxford	870	1,200	2,345
Mount Carmel Hospital	1,700	1,800	1,750
Mount Union College	2,790		1,510
Mount Vernon Nazarene College	1,710		1,840
Muskingum Area Technological College	510	600	1,210
Northwestern Business College	1,175		2,005
Notre Dame College	1,500		1,975
Oberlin College	3,838		1,990
Ohio Dominican College	2,050		2,080
Ohio Institute of Technology	2,724		
Ohio Northern University	2,361		1,739
Ohio State Beauty Academy	980		1,645
Ohio State University	810	1,050	2,165
Ohio University, Athens	825	1,200	2,070
Ohio Wesleyan University	3,075		1,850
Otterbein College	2,975		1,755
Penn Ohio College	1,200		
Pontifical College, Josephinum	1,600		2,350
Rio Grande College	765	1,175	1,960
Sawyer College of Business	2,270		
Sinclair Community College	650	400	2,065
Southern Street General Technical College	700	2,000	2,210
St. Alexis Hospital	2,000		1,700
St. Elizabeth Hospital	758	532	810
St. Vincent Charity Hospital	535	426	575
Stark Technical College	525	1,128	
Terra Technical College	640	570	1,995
Tiffin University	1,700		1,360
Toledo Hospital	1,139	1,245	900
University of Akron	780	960	2,265
University of Cincinnati	980	1,955	2,270
University of Cincinnati, College of Medicine	1,350	1,350	2,825
University of Toledo	810	1,200	2,225
Urbana College	2,048		2,100
Ursuline College	1,875		2,400

	Tuition and fees	Additional out-of-State tuition	Room and board, other
OHIO—Continued			
Walsh College	$1,824		$1,950
Wilberforce University	1,890		2,060
Wilmington College	2,310		2,140
Wittenberg University	3,100		2,140
Wright State University	780	$900	2,120
Xavier University	2,100		2,225
Youngstown State University	725	625	1,575
OKLAHOMA			
Bartlesville Wesleyan College	1,460		2,150
Carl Albert Junior College	248	322	
Central State University	335	500	1,455
Connors State College of Agriculture & Applied Science	268	380	1,440
Oklahoma College of Osteopathic Medicine & Surgery	1,650	750	
Oklahoma Baptist University	1,180	100	1,030
Oklahoma Christian College	1,980		1,755
Oklahoma City University	1,500		1,920
Oklahoma Panhandle State University	396	528	1,740
Oklahoma State University	500	832	1,920
Oral Roberts University	1,454		2,275
Spartan School of Aeronautics	2,640		
Tulsa Junior College	200	350	
University of Oklahoma	500	832	2,075
University of Tulsa	1,900		2,300
OREGON			
Bassist Institute	2,400		3,215
Blue Mountain Community College	360	465	2,500
Central Oregon Community College	315	1,110	2,285
Chemeketa Community College	440	900	
Clackamas Community College	315	780	2,680
Clatsop Community College	460	900	3,010
Colegio Cesar Chavez	1,500	375	2,030
Concordia College	1,476		2,166
Eastern Oregon State College	660	1,200	2,425
George Fox College	2,350		1,950
Judson Baptist College	1,800		1,865
Lane Community College	375	200	3,010
Lewis & Clark College	2,985		1,835
Linn Benton Community College	315	1,233	2,950
Mount Angel Seminary	1,260		1,640
Mount Hood Community College	425	900	2,696
Museum Art School	1,530		930
Northwest Christian College	1,150		2,040
Oregon College of Education	711	1,225	2,250
Oregon Institute of Technology	800	1,459	2,600
Pacific University	2,775		1,900
Portland Community College	297	450	2,703
Reed College	3,920		1,820
Southern Oregon State College	685	1,097	2,315
Southwestern Oregon Community College	303	303	2,750
University of Oregon Medical School	1,220	1,494	3,531
University of Oregon School of Nursing	731	1,296	2,586
University of Portland	2,500		2,230
Umpqua Community College	345	1,200	
Warner Pacific College	2,070		2,085
Western Baptist Bible College	1,743		1,890
Western States Chiropractic College	2,025		
Willamette University	2,750		1,950
PENNSYLVANIA			
Albert Einstein Medical Center	1,150		1,925
Albright College	2,890		2,010
Allegheny College	3,050		1,950
Allentown College, St. Francis de Sales	2,515		2,200
Alvernia College	1,625		2,140
Art Institute of Pittsburgh	2,165		
Baptist Bible College of Pennsylvania	1,763		2,035
Bloomsburg State College	930	700	1,620
Bryn Mawr College	4,100		2,350
Bryn Mawr College Graduate School	3,660		3,350
Bryn Mawr Hospital School of Nursing	865		1,050
Bucknell University	3,615		1,985
Butler County Community College	564	1,080	
Cabrini College	2,155		
California State College	990	700	1,700
Career Educational Institute	2,500		
Carlow College	2,650		2,000
Carnegie Mellon University	3,125		2,350
Cedar Crest College	3,050		2,050
Chatham College	3,010		2,040
Chestnut Hill College	2,000		1,850
Chestnut Hill Hospital	1,325		1,375

	Tuition and fees	Additional out-of-State tuition	Room and board, other
PENNSYLVANIA—Continued			
Cheyney State College	$950	$700	$1,800
Churchman Business College	1,235		2,685
Citizens General Hospital	695		
Clarion State College	940	750	1,560
Coatesville Hospital	1,275	600	1,600
College Misericordia	2,020		2,100
Community College of Allegheny County, Allegheny	464	938	1,915
Community College of Allegheny County, Boyce	464	938	1,915
Community College of Allegheny County, North	694	938	1,990
Community College of Allegheny County, South	464	938	1,915
Community College of Philadelphia	484		
Community College of Beaver County	470	1,170	
Delaware Valley College of Science & Agriculture	2,400		1,905
Dickinson College	3,510		2,390
Drexel University	3,000		2,070
Duffs Business Institute	1,620		2,000
Duquesne University	2,780		2,040
East Stroudsburg State College	890	700	1,586
Eastern College	2,740		1,650
Ebinboro State College	1,290	700	1,690
Elizabethtown College	2,765		1,795
Ellen Cushing Junior College	2,275		2,000
Episcopal Hospital	1,061	1,525	1,885
Franklin & Marshall College	3,435		2,015
Gannon College	1,905		1,795
Geneva College	2,480		2,130
Gettysburg College	3,000		
Grove City College	1,680		1,590
Gwynedd Mercy College	1,900		2,000
Hahnemann Medical College & Hospital	4,500		4,000
Hahnemann Medical College of Allied Health Professions	2,000		3,300
Harcum Junior College	2,070		2,525
Harrisburg Area Community College	513	1,650	
Haverford College	4,000		2,550
Holy Family College	1,750		1,710
Immaculata College	2,040		2,260
Indiana University of Pennsylvania	910	850	1,550
Institute of Computer Management	2,350		1,720
Ivy School of Professional Art	2,450		2,570
Juniata College	2,920		1,995
Kings College	2,350		2,075
Kutztown State College	1,326	800	1,709
La Roche College	2,250		2,200
La Salle College	2,420		2,350
Lackawanna Junior College	1,330		2,450
Lafayette College	3,665		1,980
Lancaster Bible College	1,450		1,750
Lankenau Hospital	1,145		
Lebanon Valley College	2,803		2,200
Lehigh County Community College	550	1,740	
Lehigh University	3,550		2,150
Lincoln University	1,068	700	1,982
Lock Haven State College	900	700	1,500
Luzerne County Community College	570		
Lycoming College	2,550		2,050
Lyons Technical Institute	1,800		850
Manor Junior College	1,650		2,050
Mansfield State College	876	700	1,686
Marywood College	2,023		2,275
Memorial Hospital of Roxborough	700		700
Mercy Hospital, Altoona	1,196	400	2,575
Mercy Hospital, Pittsburgh	1,000		
Merch Hospital, Scranton	1,385		
Mercyhurst College	2,350		2,175
Messiah College	2,400		2,370
Millersville State College	884	630	1,564
Moravian College	3,108		1,992
Mount Aloysius Junior College	2,200		1,975
Muhlenberg College	3,125		2,050
New School of Music	2,235		2,815
Northampton County Area Community College	490	1,052	
Northeastern Christian Junior College	1,745		2,175
Northeastern Hospital	500	1,250	535
Peirce Junior College	1,860		1,470
Pennsylvania Academy of Fine Arts	1,110		2,990
Pennsylvania College of Optometry	3,500		3,605
Pennsylvania College of Podiatric Medicine	4,200	300	
Pennsylvania Institute of Technology	2,070		2,455
Pennsylvania State University, University Park	1,095	1,200	2,356
Pennsylvania Technical Institute	15,530		2,420
Philadelphia College of Art	3,200		2,350
Philadelphia College of Bible	1,666		1,900
Philadelphia College of Pharmacy & Science	2,135		2,120

	Tuition and fees	Additional out-of-State tuition	Room and board, other
PENNSYLVANIA—Continued			
Philadelphia College of Textiles & Science	$2,300		$2,075
Philadelphia General Hospital	825	$450	1,485
Philadelphia Musical Academy	2,600		2,600
Phillipsburg State General Hospital	1,000		167
Pinebrook Junior College	1,540		1,520
Point Park College	2,365		2,030
Presbyterian University of Pennsylvania Medical Center	1,640		1,440
Reformed Presbyterian Theological Seminary	665		1,145
Robert Morris College	1,750		3,475
Robert Packer Hospital	1,320		1,600
Rosemont College	2,820		2,250
Sacred Heart Hospital	2,187		1,616
Seton Hill College	2,350		2,250
Shadyside Hospital	1,075		1,325
Shippensburg State College	895		1,561
Slippery Rock State College	940	$750	1,725
Spring Garden College	2,400		2,460
St. Agnes Hospital	645	540	
St. Fidelis College	1,100		1,020
St. Francis College	2,100		1,300
St. John's General Hospital	615		645
St. Joseph Hospital	985		
St. Joseph's College	2,250		2,400
St. Margaret Memorial Hospital	1,060		2,445
Susquehanna University	3,126		2,048
Swarthmore College	3,450		2,190
Temple University	1,200	1,200	2,280
Thiel College	2,760		2,040
Thomas Jefferson University College of Allied Health	2,550		2,450
Triangle Institute of Technology	2,550		2,255
University of Pennsylvania	4,100		2,950
University of Pittsburgh School of Medicine	2,000	2,000	5,100
University of Pittsburgh, Bradford	1,030	600	2,300
University of Pittsburgh, Greensburg	1,000		
University of Pittsburgh, Johnstown	1,166	1,140	2,000
University of Pittsburgh, Pittsburgh	1,164	1,140	2,436
University of Pittsburgh, Titusville	1,024	600	1,905
University of Scranton	1,850		2,050
Uniontown Hospital	1,921		1,070
United Wesleyan College	1,722		2,050
Ursinus College	2,650		2,000
Valley Forge Military Junior College	2,215		2,330
Villa Maria College	2,150		1,900
Villanova Univeristy	2,950		2,850
Washington and Jefferson College	3,095		
Waynesburg College	2,250		1,700
Westminster College	2,430		1,720
Widener College	3,060		2,140
Wilkes College	3,050		2,000
Williamsport Area Community College	600	1,350	1,650
Wilson College	2,760		1,950
York Academy of Art	1,287		2,763
York College of Pennsylvania	1,956		1,712
RHODE ISLAND			
Barrington College	2,325		1,475
Brown University, Division of Biological Medical Science	4,885		
Brown University	4,270		2,875
Bryant College	2,300		2,300
Johnson & Wales College	1,995		2,325
Katherine Gibbs School	2,275		
Providence College	2,400		2,075
Rhode Island College	700	850	2,300
Rhode Island Junior College	400		
Rhode Island School of Design	3,390		2,160
Rhode Island Trade Shops School	2,440		2,340
Salve Regina College	2,300		2,350
University of Rhode Island	895	1,050	2,205
SOUTH CAROLINA			
Aiken Technical Education Center	300	50	1,350
Allen University	1,500		1,465
Baptist College at Charleston	2,200		2,285
Benedict College	1,600		1,850
Central Wesleyan College	2,104		1,075
Chesterfield Marlboro Technical Education Center	225		
Claflin College	1,552		1,514
Clemson University	670	700	1,890
Coker College	1,881		1,720
College of Charleston	500	900	1,900
Columbia Bible College	1,530		1,610
Columbia College	1,800		2,200

	Tuition and fees	Additional out-of-State tuition	Room and board, other
SOUTH CAROLINA—Continued			
Columbia Commercial College	$940		$1,910
Control Data Institute	2,800		
Converse College	3,050		1,900
Erskine College	2,300		1,900
Francis Marion College	410	$500	
Furman University	2,417		2,290
Greenville Technical College	175	30	
Horry Georgetown Technical Education Center	225	150	
Lander College	500	450	2,225
Morris College	1,200		1,835
Newberry College	2,200		1,800
North Greenville College	1,350		1,550
Presbyterian College	2,280		1,820
Rice Business College	1,600		2,175
Rutledge College	1,060		
South Carolina State College	500	480	1,800
Spartanburg Methodist College	1,200		
Trident Technical College, North	300		
Trident Technical College	300		
University of South Carolina, Columbia	658	760	1,792
University of South Carolina, Union	570	710	
Voorhees College	1,500		2,015
Winthrop College	620	660	1,685
Wofford College	2,605		2,080
SOUTH DAKOTA			
Augustana College	2,575		1,825
Black Hills State College	745	520	1,910
Dakota State College	675	565	1,750
Dakota Wesleyan University	1,770		1,700
Freeman Junior College	1,500		
Huron College	1,835		2,000
Mount Marty College	2,240		2,170
National College of Business	1,680		2,250
Sioux Falls College	1,950		2,070
South Dakota School of Mines & Technology	750	750	1,850
South Dakota State University	698	740	1,743
Stewart School of Hairstyling, Sioux Falls	730		2,615
University of South Dakota	835	700	1,865
University of South Dakota at Springfield	620	570	1,950
TENNESSEE			
Austin Peay State University	411	840	1,885
Baroness Erlanger Hospital	1,123	852	1,420
Belmont College	2,010		2,020
Bethel College, McKenzie	1,365	1,365	1,790
Carson-Newman College	1,354	100	1,875
Chattanooga State Technical Community College	248	1,005	1,778
Christian Brothers College	1,700		2,020
Columbia State Community College	255	852	1,950
Cumberland College of Tennessee	1,200		1,830
Draughtons Business College, Memphis	1,275		
Draughtons College, Nashville	1,160		2,380
East Tennessee State University	426	852	1,524
Fisk University	2,090		2,085
Fort Sanders Prebyterian Hospital	1,015		1,050
Free Will Baptist Bible College	1,000		1,200
Freed-Hardeman College	1,440		1,850
George Peabody College for Teachers	2,720		2,132
George Peabody College, Graduate School	2,856		2,332
Hiwassee College	990		1,535
King College	2,000		1,550
Knoxville College	1,580		1,800
Lambuth College	2,020		1,930
Lane College	1,252		2,090
Lee College	1,245		1,965
Maryville College	2,000		1,575
Memphis Academy of Arts	1,550	50	2,450
Milligan College	1,500		2,040
Southern College of Optometry	6,168		
Southern Missionary College	2,340		1,650
Southwestern at Memphis	2,750		1,755
Tennessee State University	406	852	1,558
Tennessee Technological University	588	870	1,767
Tennessee Temple College	1,200		1,700
Tennessee Wesleyan College	1,440		1,990
Tominson College	442		1,044
Tusculum College	1,860		2,435
University of Tennessee Center for Health Sciences	1,732	1,472	3,280
University of Tennessee, Chattanooga	717	852	2,045
University of Tennessee, Knoxville	453	852	2,070
University of Tennessee, Martin	510	870	1,680
University of the South	3,060		2,080
Vanderbilt University	3,535		2,525
Volunteer State Community College	225	852	1,725

	Tuition and fees	Additional out-of-State tuition	Room and board, other
TEXAS			
Abilene Christian College	$1,420		$2,080
Amarillo College	320		2,920
Ambassador College	1,000		1,200
Angelo State University	525	$1,080	2,070
Austin College	3,465		2,135
Bauder Fashion College	2,740		2,255
Baylor University School of Nursing	1,713		3,130
Baylor University	1,760		2,490
Bee County College	300	200	1,700
Bishop College	1,735		2,350
Brazoport College	170	250	835
Cisco Junior College	300	300	1,800
Dallas Baptist College	1,500		
Dallas Theological Seminary	1,614		1,720
Hardin-Simmons University	1,932		2,108
Hill Junior College	266	280	
Huston-Tillotson College	1,505		2,000
Incarnate Word College	1,810		2,550
Kilgore College	276	264	1,653
Lamar University	340	1,080	2,196
Lee College, Baytown	195	276	1,620
LeTourneau College	1,920		3,875
Lon Morris College	1,007		2,000
Lubbock Christian College	2,495		2,100
Mary Hardin-Baylor College	1,270		1,675
McLennan Community College	290	240	
Midwestern State University	390	1,080	2,090
Moody College of Marine Science	267	1,296	2,537
Navarro College	300	222	1,875
Nixon Clay College	2,100		
North Harris County College	175	400	
North Texas State University	385	1,080	2,114
Northwood Institute, Cedar Hill	1,970		2,596
Odessa College	260	200	2,550
Our Lady of the Lake College	1,840		2,150
Pan American University	270	1,080	2,020
Prairie View A&M University	570	1,296	2,627
Ranger Junior College	150	300	860
Schreiner College	1,125		2,310
South Texas College of Law	1,720		
Southern Methodist University	2,840		2,345
Southwest Texas State University	370	1,080	1,830
South western Assemblies of God College	1,249		2,389
Southwestern University, Georgetown	2,100		1,790
Southwestern Union College	2,448		2,035
St. Edward's University	1,650		1,885
St. Mary's University	1,908		2,600
Stephen F. Austin State University	280	1,080	1,820
Sul Ross State University	128	1,152	1,590
Tarleton State University	545	1,152	1,900
Tarrant County Junior College	170	1,080	
Tarrant County Junior College, Northeast	170	1,080	
Temple Junior College	366	300	2,035
Texas A&I University, Kingsville	[illegible]	470	2,020
Texas A&I University, Laredo	[illegible]	600	1,200
Texas A&M University	630	1,080	2,360
Texas Christian University	2,435		1,885
Texas College	1,260		2,250
Texas Eastern University Junior College	250	250	1,825
Texas Eastern University State College	290	574	2,350
Texas Lutheran College	1,920		1,520
Texas Southern University	568	1,080	2,310
Texas Southmost College	320	884	
Texas Tech University	370	1,080	2,280
Texas Tech University School of Medicine	550	800	4,340
Texas Wesleyan College	1,970		1,910
Texas Woman's University	500	1,000	2,230
Trinity University	3,210		2,250
University of Dallas	2,080		2,060
University of Houston, Victoria	300	1,000	2,575
University of St. Thomas	1,500		2,500
University of Texas Health Science Center, Dallas	400	600	
University of Texas, Arlington	522	1,070	2,573
University of Texas, Austin	559	1,080	2,681
University of Texas, Dallas	334	860	
University of Texas, El Paso	418	1,080	2,342
University of Texas, Permian Basin	250	350	2,450
University of Texas, San Antonio	685	995	3,160
Vernon Regional Junior College	230	200	2,135
Wayland Baptist College	1,293		1,212
West Texas State University	470	1,080	2,160
Wharton County Junior College	200	1,400	1,800
Wiley College	1,550		

	Tuition and fees	Additional out-of-State tuition	Room and board, other
UTAH			
Brigham Young University	$680		
College of Eastern Utah	372	$396	$1,695
University of Utah	525	810	2,535
Utah Technical College, Provo	472	600	2,220
Utah Technical College, Salt Lake City	360	600	
Westminster College	1,650		1,986
VERMONT			
Bennington College	5,150		1,800
Champlain College	2,145		2,040
College of St Joseph Provider	1,580		1,900
Goddard College, external degree program	2,000		
Goddard College	3,800		1,900
Green Mountain College	3,025		2,600
Johnson State College	752	1,430	2,120
Marlboro College	3,835		2,160
Middlebury College	4,100		1,850
Norwich University, Vermont College	3,040		2,225
Norwich University	3,040		2,225
St. Michael's College	2,648		2,050
Trinity College	2,090		1,910
Vermont Institute of Community Involvement	1,660		2,718
Windham College	3,370		1,930
VIRGINIA			
Averett College	1,350		2,700
Bluefield College	1,575		1,883
Bridgewater College	2,350		1,930
Central Virginia Community College	300	705	
Christopher Newport College	690	300	
College of William & Mary	944	1,298	2,006
Dabney South Lancaster Community College	308	705	1,670
Danville Community College	310	705	2,085
Eastern Shore Community College	300	705	
Emory & Henry College	1,845		1,880
Ferrum College	1,860		1,330
George Mason University	910	720	
Germanna Community College	305	1,005	
Hampden-Sydney College	2,750		1,675
Hampton Institute	2,060		1,535
Hollins College	3,625		2,025
John Tyler Community College	305	705	
Johnston Willis Hospital	1,459		
Liberty Baptist College	780		1,750
Longwood College	805	450	1,880
Lord Fairfax Community College	406	700	
Luther Rice College	1,250		
Lynchburg College	2,450		2,000
Madison College	700	500	2,275
Mary Baldwin College	3,350		2,050
Mary Washington College	820	845	2,223
Marymount College of Virginia	2,300		2,390
New River Community College	405	510	
Norfolk State College	775	335	1,625
Northern Virginia Community College	305	705	
Old Dominion University	620	530	2,010
Princess Ann Business College	1,850		
Radford College	702	450	2,161
Randolph-Macon College	2,840		1,650
Randolph-Macon Woman's College	3,050		2,225
Richard Bland College	480	330	
Riverside Hospital	790		910
Roanoke College	2,515		1,965
Shenandoah College & Conservatory of Music	2,400		2,075
Smithdeal Massey Business College	1,340		2,110
Southern Seminary Junior College	2,550		2,150
Southside Virginia Community College, Alberta	304	705	
Southside Virginia Community College, Keysville	304	705	
Southwest Virginia Community College	305	700	
St. Paul's College	1,774		2,025
Sweet Briar College	3,405		2,050
Thomas Nelson Community College	300	525	
Tidewater Community College, Chesapeake	300	705	
Tidewater Community College, Portsmouth	300	705	
Tidewater Community College, Virginia Beach	305	700	
University of Richmond, Richmond	2,600		2,150
University of Virginia, Charlottesville	750	900	2,050
University of Virginia, Clinch Valley	440	100	2,109
Union Theological Seminary	1,420		2,900
Virginia Highlands Community College	305	700	
Virginia Intermont College	1,950		2,725

	Tuition and fees	Additional out-of-State tuition	Room and board, other
VIRGINIA—Continued			
Virginia Military Institute	$905	$1,030	$1,785
Virginia Polytechnic Institute & State University	880	630	2,025
Virginia State College	1,397	460	2,048
Virginia Union University	1,680		1,415
Virginia Wesleyan College	2,400		2,300
Virginia Western Community College	300	705	2,405
Washington and Lee University	2,940		1,800
Wytheville Community College	310	780	
WASHINGTON			
Bellevue Community College	270	432	
Big Bend Community College	270	432	2,650
Central Washington State College	507	852	2,310
Centralia College	300	432	2,700
City College of Seattle	835		
Columbia Basin Community College	348		
Cornish School of Allied Arts	1,700		2,960
Eastern Washington State College	507	852	2,410
Everett Community College	250	430	
Evergreen State College	507	852	2,330
Fort Wright College	2,690		2,625
Gonzaga University	2,320		2,310
Grays Harbor College	259	432	
Green River Community College	400	402	2,955
Highline Community College	270	430	2,780
Lower Columbia College	275	432	
North Seattle Community College	228	432	2,775
Northwest College	1,420		2,266
Olympia Vocational Technical Institute	300	663	2,700
Olympic College	270	432	2,775
Pacific Lutheran University	2,600		2,030
Peninsula College	332	432	2,420
Ron Bailie School of Broadcasting, Seattle	2,950		2,380
Ron Bailie School of Broadcasting, Spokane	2,950		2,380
Seattle Pacific College	2,343		2,243
Seattle University	2,300		2,500
Skagit Valley College	250	430	2,775
Spokane Community College	270	432	2,775
Spokane Falls Community College	270	432	2,775
St. Martin's College	2,100		2,400
Sulpician Seminary Northwest	1,650		1,250
Tacoma Community College	249	432	
University of Puget Sound	2,835		2,575
University of Washington	564	1,017	2,430
University of Washington School of Medicine	840	1,000	3,795
Walla Walla College	2,675		2,180
Washington State University	564	1,017	2,366
Wenatchee Valley College	252	432	2,775
Western Washington St. College	500	860	2,250
Whatcom Community College	210	435	
Whitman College	2,910		1,700
Whitworth College	2,870		2,130
WEST VIRGINIA			
Alderson-Broaddus College	2,050		1,954
Beckley College	680	100	1,350
Bluefield State College	306	900	
Concord College	320	850	2,225
Fairmont State College	298	900	2,010
Glenville State College	274	900	1,725
Greenbrier College of Osteopathy	526	1,086	
Marshall University	331	949	2,125
Meredith Manor	4,234		1,508
Ohio Valley College	1,286		1,790
Ohio Valley General Hospital	840		1,390
Parkersburg Beauty College	1,120		3,192
Parkersburg Community College	264	900	1,750
Shepherd College	334	900	2,040
Southern West Virginia Community College, Williamson	315	900	1,540
St. Mary's Hospital	469	832	1,743
West Liberty State College	320	900	1,930
West Virginia College of Graduate Studies	200	950	3,630
West Virginia Career College, Charleston	1,445		1,400
West Virginia Career College, Huntington	1,445		1,400
West Virginia State College	300	900	2,190
West Virginia University	400	1,000	2,200
West Virginia Wesleyan College	2,364		2,317
Wheeling College	2,200		2,350

	Tuition and fees	Additional out-of-State tuition	Room and board, other
WISCONSIN			
Alverno College	$1,700		$2,150
Beloit College	3,[illegible]40		1,780
Blackhawk Technical Institute	276	$1,250	3,980
Cardinal Stritch College	1,750		1,950
Carthage College	2,500		1,930
Concordia College	1,540		1,960
Deaconess Hospital	860		1,815
District 1 Technical Institute	286	1,035	1,994
Edgewood College	2,000		1,925
Gateway Technical Institute	200	960	2,585
Holy Redeemer College	1,375		1,325
Indianhead Technical Institute, Superior	175	750	2,180
Lakeland College	2,350		2,045
Lakeshore Technical Institute	150		2,250
Lawrence University	3,754		1,776
Marian College of Fond du Lac	1,610		1,875
Marquette University	2,650		2,150
Mercy Medical Center School of Nursing	715		1,620
Milton College	2,250		1,850
Milwaukee School of Engineering	2,435		2,040
Moraine Park Technical Institute, Fond du Lac	180	895	2,020
Moraine Park Technical Institute, West Bend	180	895	2,020
Mount Mary College	1,750		2,000
Mount Senario College	1,950		1,940
Nicolet College-Technical Institute	250	600	2,355
North Central Technical Institute	200	900	2,100
Northland College	2,403		1,975
Patricia Stevens Career College	2,390		1,800
Ripon College	3,250		1,740
St. Norbert College	2,490		2,010
State College of Beauty Culture, Wausau	990		2,390
State College of Beauty Culture, Wauwatosa	990		2,390
University of Wisconsin Center, Baraboo	625	1,650	2,225
University of Wisconsin Center, Barron	625	1,650	2,145
University of Wisconsin Center, Fond du Lac	625	1,650	2,225
University of Wisconsin Center, Janesville	625	1,650	2,225
University of Wisconsin Center, Manitowoc	625	1,650	2,225
University of Wisconsin Center, Marinette	625	1,650	2,225
University of Wisconsin Center, Marshfield	625	1,660	2,225
University of Wisconsin Center, Medford	625	1,650	2,145
University of Wisconsin Center, Menasha	625	1,650	2,225
University of Wisconsin Center, Richland	625	1,650	2,145
University of Wisconsin Center, Sheboygan	625	1,650	2,225
University of Wisconsin Center, Waukesha	625	1,650	2,225
University of Wisconsin Center, Wausau	625	1,650	2,225
University of Wisconsin Center, Westbend	625	1,650	2,225
University of Wisconsin, Eau Claire	700	1,500	2,000
University of Wisconsin, Green Bay	655	1,500	2,245
University of Wisconsin, Kenosha	616	1,426	2,350
University of Wisconsin, La Crosse	750	1,400	1,850
University of Wisconsin, Madison	660	1,655	2,225
University of Wisconsin, Milwaukee	660	1,570	2,540
University of Wisconsin, Oshkosh	690	1,400	2,160
University of Wisconsin, Platteville	730	1,550	1,970
University of Wisconsin, River Falls	765	1,425	2,035
University of Wisconsin, Stevens Point	741	1,426	1,909
University of Wisconsin, Stout	705	1,500	2,045
University of Wisconsin, Superior	721	1,525	2,190
University of Wisconsin, Whitewater	730	1,500	2,170
Viterbo College	1,950		1,825
Waukesha County Technical Institute	400	1,000	2,700
Wausau Hospital School of Anesthesia	250		
Western Wisconsin Technical Institute	200	550	1,885
Wisconsin Conservatory of Music	1,930		2,505
Wisconsin Lutheran College	1,050		840
WYOMING			
Casper College	280	610	1,820
Central Wyoming College	270	800	2,060
Eastern Wyoming College	260	170	1,775
Laramie County Community College	270	345	2,160
Northwest Community College	270	440	1,850
Sheridan College	348	778	1,875
University of Wyoming	434	966	2,086
Western Wyoming College	280	100	2,340
Wyoming Technical Institute	2,590		1,175
PUERTO RICO			
Catholic University of Puerto Rico	1,600		1,250
International American University of Puerto Rico, San German	1,170		1,700

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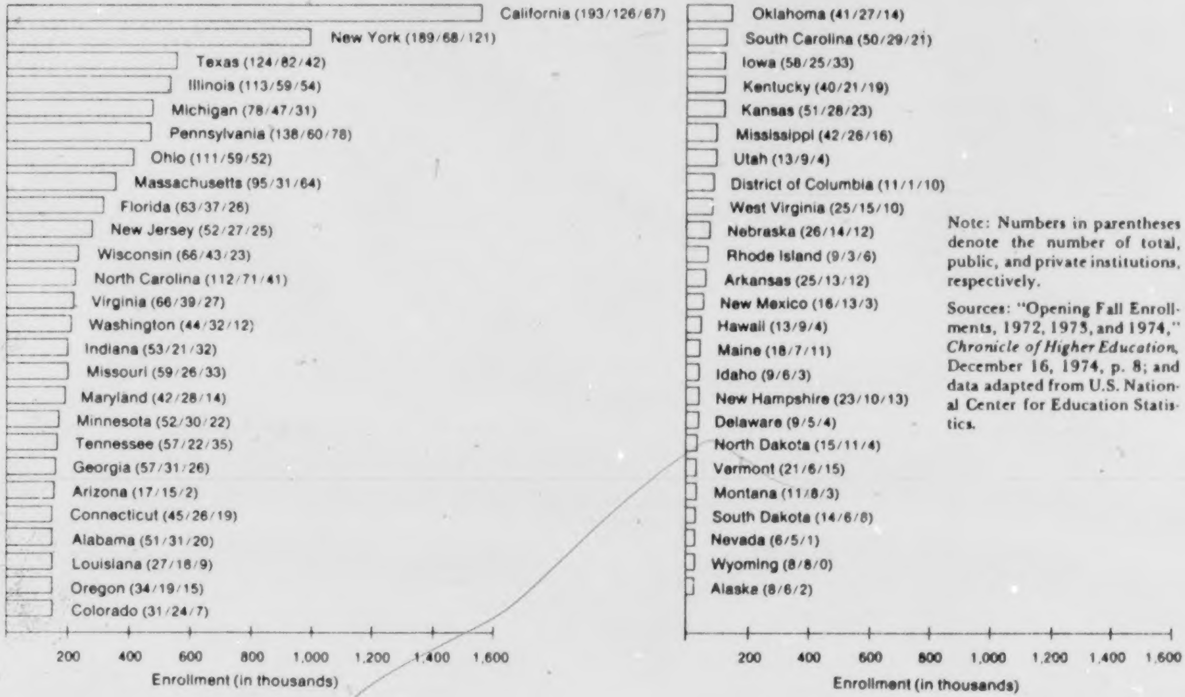
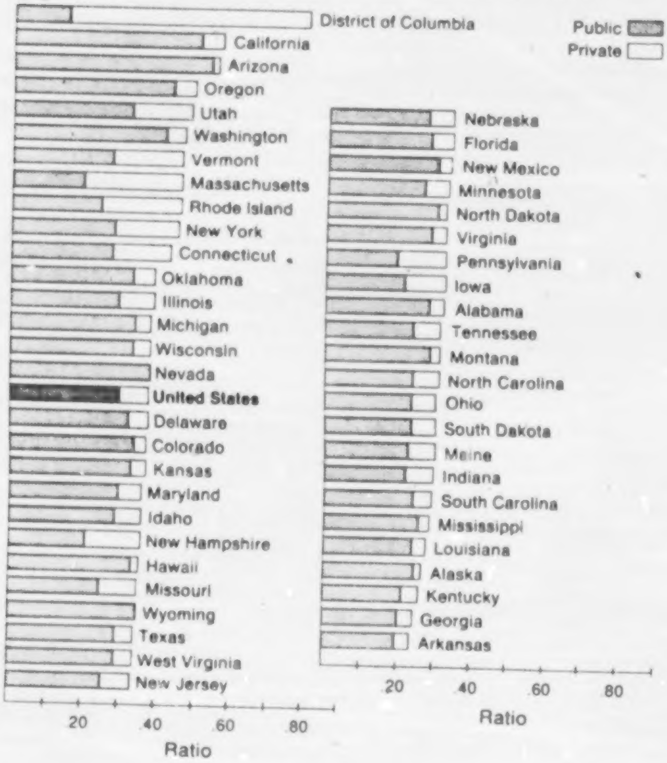
Figure 16. States ranked by total enrollment in higher education, 1974, with numbers of institutions by control of institution



Note: Numbers in parentheses denote the number of total, public, and private institutions, respectively.

Sources: "Opening Fall Enrollments, 1972, 1973, and 1974," *Chronicle of Higher Education*, December 16, 1974, p. 8; and data adapted from U.S. National Center for Education Statistics.

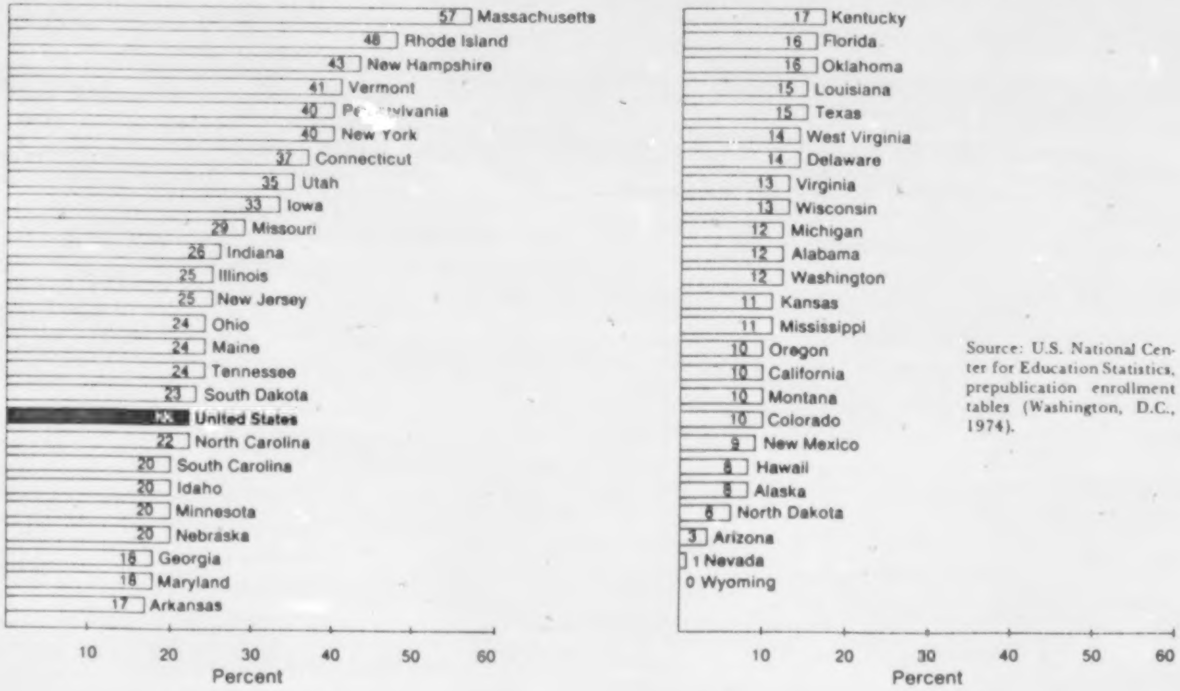
Figure 18. Ratio of total enrollment in higher education to population aged 18 to 24, by state and control of institution, 1974-75



Note: See *Supplement*, A-10 for undergraduate degree-credit enrollment of persons aged 18 to 24 as a percentage of their age group.

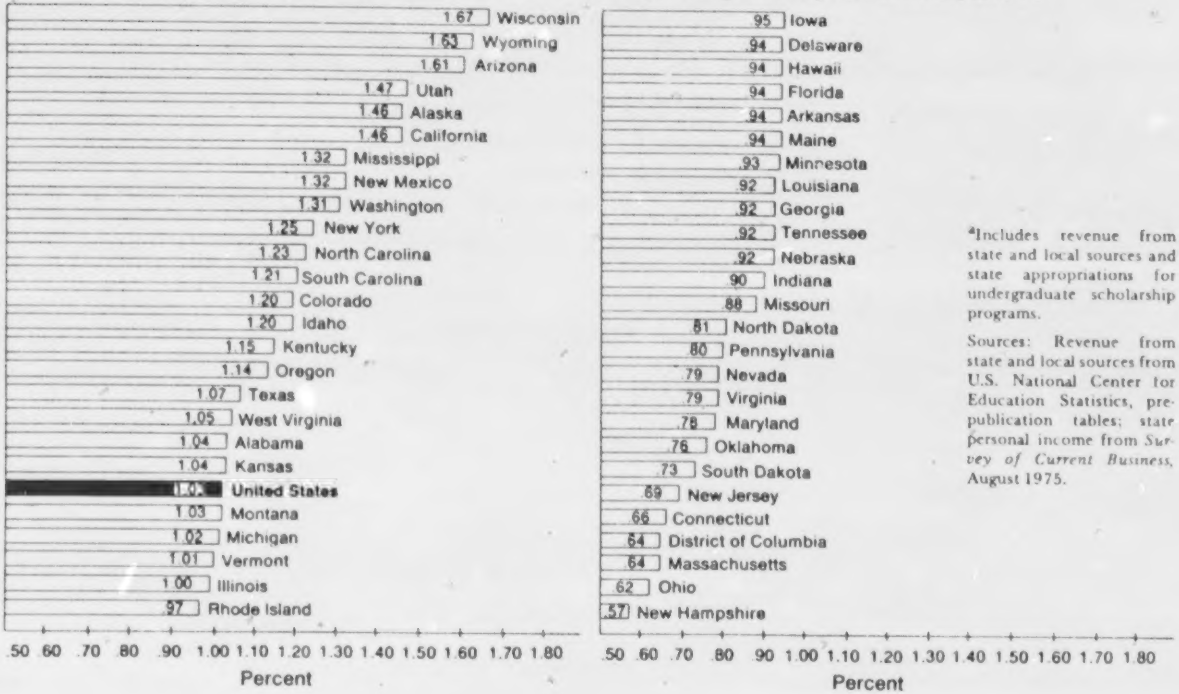
Sources: "Opening Fall Enrollments, 1972, 1973, and 1974," *Chronicle of Higher Education*, December 16, 1974, p. 8; U.S. Bureau of the Census, "Projections of the Population of Voting Age, for States: November 1974," *Current Population Reports*, Series P-25, No. 526 (Washington, D.C.: U.S. Government Printing Office, 1974).

Figure 19. Enrollment in private institutions as a percentage of total enrollment in higher education, by state, 1974



Source: U.S. National Center for Education Statistics, prepublication enrollment tables (Washington, D.C., 1974).

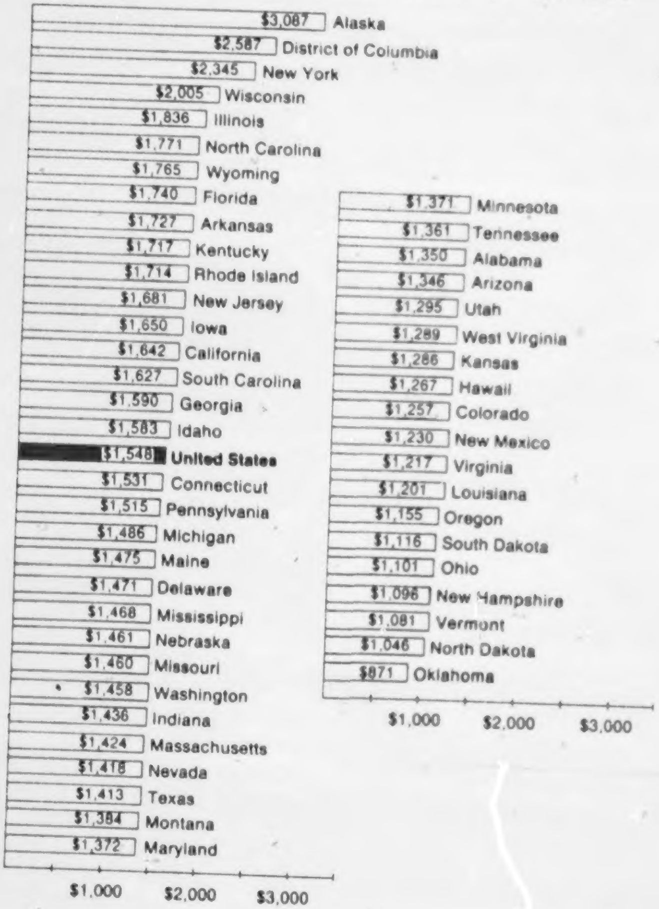
Figure 22. State expenditures[a] for higher education as a percentage of state personal income, 1973-74



[a] Includes revenue from state and local sources and state appropriations for undergraduate scholarship programs.

Sources: Revenue from state and local sources from U.S. National Center for Education Statistics, prepublication tables; state personal income from *Survey of Current Business*, August 1975.

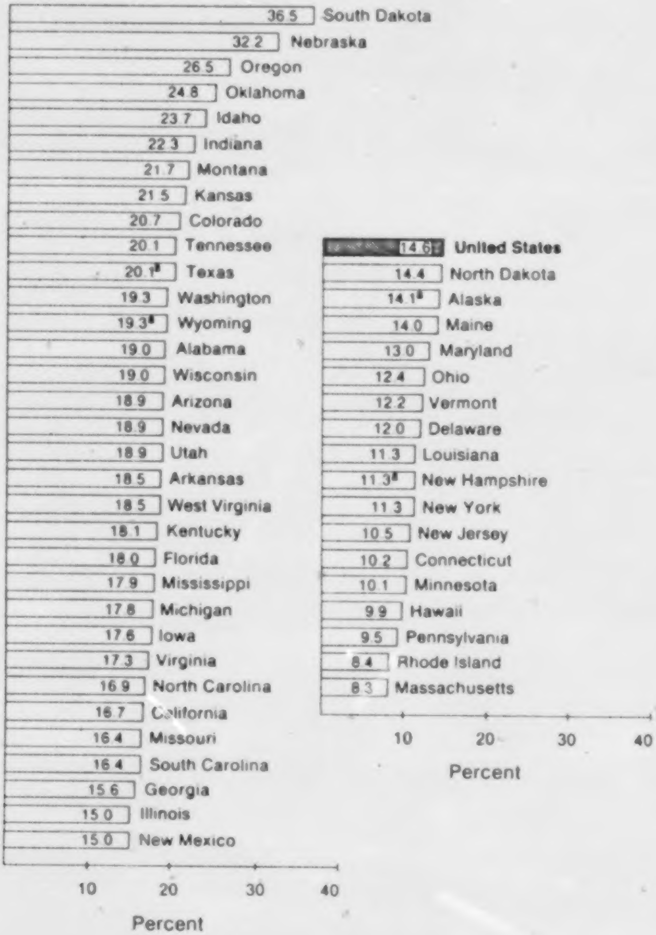
Figure 23. Expenditures per full-time-equivalent student from state and local sources in public institutions of higher education, 1973-74[a]



[a] Postbaccalaureate students in universities are weighted 3 to 1 and postbaccalaureate students in four-year colleges are weighted 2 to 1, in comparison with undergraduates, in computing FTE enrollment.

Source: Adapted from U.S. National Center for Education Statistics data.

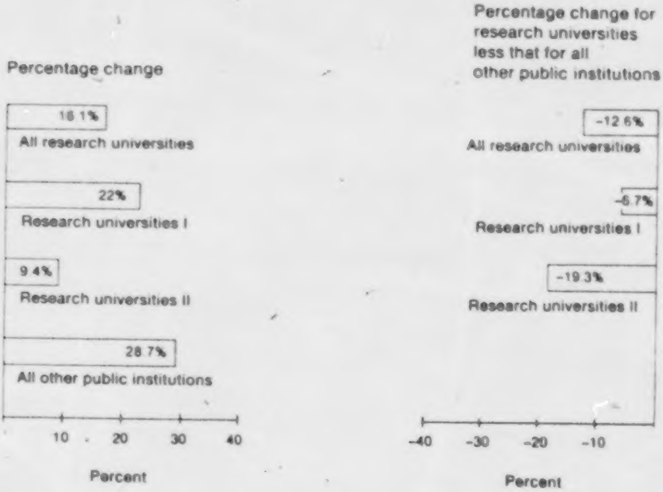
Figure 24. State appropriations for higher education as a percentage of state general revenue, 1974-75



[a] Estimated from U.S. National Center for Education Statistics and U.S. Bureau of the Census data.

Source: Data provided by Lyman Glenny and associates, Center for Research and Development in Higher Education, University of California, Berkeley, except for Texas, Wyoming, Alaska, and New Hampshire.

Figure 25. Percentage changes in expenditures per full-time-equivalent student[a] from state and local funds—public research university campuses compared with all other public institutions, 1959-60 to 1974-75 (in constant 1967 dollars)



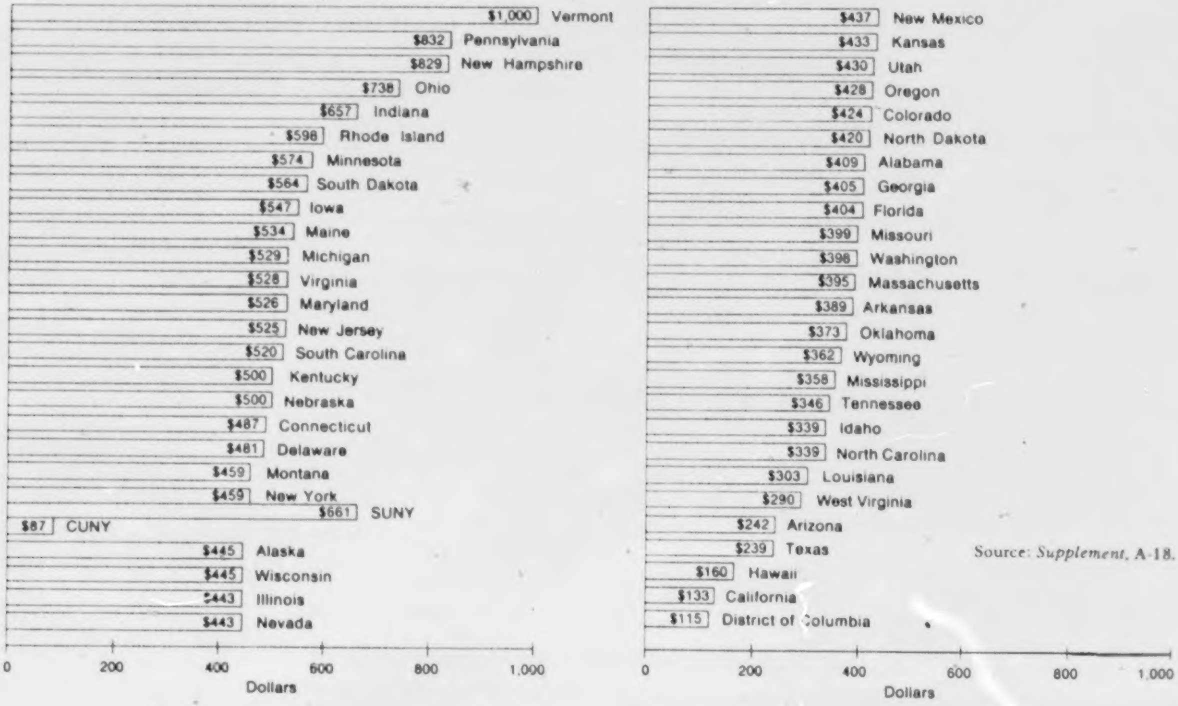
Note: These percentages varied widely from state to state. When states are arranged in groups of six, ranging from Group I, with the least favorable experience for research universities to Group VI, with the most favorable experience for research universities, the groups include the following states:

Group I: Kansas, Kentucky, Michigan, Tennessee, West Virginia, and Wisconsin.
Group II: Colorado, Florida, Missouri, New Jersey, North Carolina, and Washington.
Group III: Alabama, California, Indiana, Minnesota, Ohio, and Oregon.
Group IV: Illinois, Louisiana, Nebraska, Oklahoma, Texas, and Virginia.
Group V: Arizona, Arkansas, Massachusetts, Mississippi, Pennsylvania, and Utah.
Group VI: Connecticut, Georgia, Hawaii, Iowa, and Maryland (only 5 states).

[a] In computing expenditures per FTE, postbaccalaureate students are weighted, as explained in *Supplement*, A-17, footnote *a*.

Source: *Supplement*, A-17.

Figure 26. Average tuition and required fees in public institutions of higher education, by state, 1973-74



Source: *Supplement*, A-18.

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A

Statistical Tables

Figure A-1. Selected Measures Relating to Fiscal Capacity of States

State	*Personal income per capita, 1974*	*General revenue per capita, 1973*[a]	*Income tax revenue as percent of state tax revenue 1974*[b]	*Percent of tax capacity unutilized 1974*[c]	*Health and welfare expenditures per capita 1973*[d]	*Percentage change in population*		*Unemployment rate 1975*[e]
						1960-1970	*1970-1975*	
United States	$5,448	$ 541	31.1%	4.3%	$178	13.3%	4.9%	8.5%
Alabama	4,215	478	21.3	25.2	151	5.4	4.9	8.9
Alaska	7,062	1,268	46.0	31.2	185	33.6	16.5	8.7
Arizona	5,127	513	23.8	2.8	95	36.1	25.4	10.0
Arkansas	4,200	449	26.9	25.6	125	7.7	10.0	8.8
California	6,032	616	35.7	-7.7	258	27.0	6.2	9.8
Colorado	5,515	527	38.1	8.4	157	25.8	14.8	5.4
Connecticut	6,455	560	14.6	7.4	149	19.6	2.1	10.1
Delaware	6,306	725	42.5	19.9	138	22.8	5.6	9.1
Florida	5,416	460	0.1	16.6	120	37.1	23.1	11.4
Georgia	4,751	484	31.1	14.8	202	16.4	7.3	9.4
Hawaii	6,042	909	34.3	-12.8	209	21.7	12.4	7.4
Idaho	4,918	527	37.1	19.5	122	6.9	15.0	7.3
Illinois	6,234	517	32.2	4.0	185	10.2	0.3	8.3
Indiana	5,184	384	34.2	10.6	111	11.4	2.3	8.6
Iowa	5,279	468	38.3	4.8	108	2.4	1.6	5.7
Kansas	5,500	463	31.9	11.2	133	3.2	0.8	4.9
Kentucky	4,391	531	22.3	20.8	121	6.0	5.5	7.5
Louisiana	3,803	565	12.7	15.8	164	11.9	4.1	8.2
Maine	4,590	531	15.5	-11.7	151	2.5	6.6	10.0
Maryland	5,943	571	42.0	2.4	166	26.5	4.5	7.4
Massachusetts	5,757	582	56.9	-15.2	257	10.5	2.4	13.3
Michigan	5,883	611	34.6	2.7	215	13.4	3.2	13.6
Minnesota	5,422	653	48.3	-7.9	172	11.5	3.2	5.8
Mississippi	3,803	529	13.9	7.1	164	1.8	5.8	7.5
Missouri	5,036	397	26.9	16.3	128	8.3	1.8	7.2
Montana	4,956	573	43.2	2.4	110	2.9	7.7	8.3

Figure A-1. Selected Measures Relating to Fiscal Capacity of States (Continued)

State	*Personal income per capita, 1974*	*General revenue per capita, 1973*[a]	*Income tax revenue as percent of state tax revenue 1974*[b]	*Percent of tax capacity unutilized 1974*[c]	*Health and welfare expenditures per capita, 1973*[d]	*Percentage change in population* 1960-1970	*Percentage change in population* 1970-1975	*Unemployment rate 1975*[e]
Nebraska	$5,278	$428	24.9%	7.5%	$116	5.1%	4.2%	5.4%
Nevada	6,016	629	–	7.9	160	71.3	21.1	9.6
New Hampshire	4,944	408	19.4	17.6	114	21.5	10.8	6.7
New Jersey	6,247	456	11.3	9.2	159	18.2	2.1	10.1
New Mexico	4,137	677	16.9	11.5	128	6.8	12.9	7.7
New York	6,159	756	50.6	-32.8	338	8.7	-0.7	10.1
North Carolina	4,665	495	36.4	14.1	106	11.5	7.3	9.0
North Dakota	5,583	608	27.4	23.4	91	-2.3	2.8	5.2
Ohio	5,518	391	21.9	23.8	129	9.7	1.0	8.4
Oklahoma	4,581	513	20.7	23.8	175	9.9	6.0	6.2
Oregon	5,284	530	62.4	-8.1	113	18.2	9.4	10.2
Pennsylvania	5,447	532	35.9	11.6	166	4.2	0.3	8.9
Rhode Island	5,343	587	32.6	4.6	206	10.5	-2.4	14.4
South Carolina	4,311	498	30.0	16.3	112	8.7	8.8	10.9
South Dakota	4,685	504	0.0	0.5	97	-2.1	2.5	4.9
Tennessee	4,551	422	11.8	19.2	137	10.0	6.7	8.4
Texas	4,952	414	–	21.0	114	16.9	9.3	6.0
Utah	4,473	595	30.3	12.6	108	18.9	13.9	7.4
Vermont	4,534	742	33.9	-18.8	176	14.1	5.9	10.0
Virginia	5,339	479	38.1	17.0	111	17.2	6.0	6.8
Washington	5,710	655	–	3.9	162	19.5	4.0	9.2
West Virginia	4,372	595	18.5	19.5	118	-6.2	3.4	7.4
Wisconsin	5,247	618	47.4	-15.1	175	11.8	4.3	7.0
Wyoming	5,404	694	–	19.3	136	0.7	12.5	4.4

[a] Includes general revenue received by states from all sources, including federal, state, and local sources.

[b] Includes revenue from personal and corporate income taxes.

[c] Unutilized tax capacity was determined by (1) computing an average rate for each type of tax, in most cases as a percentage of personal income, (2) determining the potential revenue from the tax if the state taxed at the average rate, (3) subtracting the state's revenue from the potential revenue in order to determine the unutilized potential amount (the result would be negative for those states taxing at more than the national average rate), and (4) making some final adjustments to allow for the fact that taxpayers paying high taxes of a particular type would have their capacity to pay other taxes impaired – in other words, deriving a measure of net over- or underutilization.

[d] Includes state and local expenditures for health and welfare.

[e] Preliminary.

Sources: For a number of the series, U.S. Bureau of the Census, *Statistical Abstract of the United States, 1974* (Washington, D.C.: U.S. Government Printing Office, 1974) and *Statistical Abstract of the United States, 1975* (Washington, D.C.: U.S. Government Printing Office, 1975); for 1974 state personal income, *Survey of Current Business*, August 1975, p. 11; for percentage of unutilized tax capacity, K. E. Quindry and M. G. Currence, *State and Local Revenue Potential, 1974* (Atlanta: Southern Regional Education Board, 1976); and for 1975 unemployment rates, preliminary data provided by the U.S. Bureau of Labor Statistics.

Figure A-9. Higher Education in Its Totality

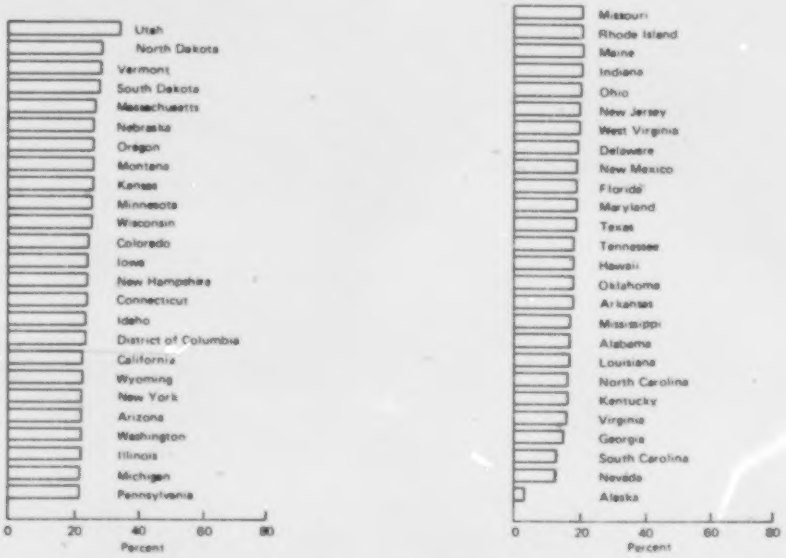
	Number of institutions, fall 1974		*Enrollment (head-count), fall 1974*		*Current funds educational and general expenditures, 1973-74 (in thousands of dollars)*	
	Public	*Private*	*Public*	*Private*	*Public*	*Private*
Alabama	31	21	127,200	17,000	$ 254,000	$ 43,900
Alaska	7	2	13,000	1,100	45,200	3,200
Arizona	15	5	147,100	5,100	299,300	7,800
Arkansas	14	13	47,000	9,700	107,000	17,500
California	130	117	1,377,700	152,500	2,203,100	544,900
Colorado	26	12	123,100	13,400	271,200	46,100
Connecticut	27	24	91,100	53,800	138,500	218,600
Delaware	5	4	25,000	4,100	60,500	5,000
District of Columbia	3	14	14,400	67,000	39,900	253,600
Florida	37	34	259,000	49,100	515,000	145,400
Georgia	33	33	127,300	28,300	308,600	102,600
Hawaii	9	4	40,400	3,500	96,600	7,000
Idaho	6	3	28,500	7,200	56,500	9,600
Illinois	60	85	397,500	135,700	762,400	435,300
Indiana	22	40	150,000	52,700	385,700	126,900
Iowa	25	38	76,400	37,400	285,100	79,300
Kansas	28	26	100,900	12,300	204,800	27,600
Kentucky	21	26	94,300	19,000	254,200	39,500
Louisiana	19	11	119,700	20,900	201,900	66,600
Maine	10	15	27,700	8,900	63,900	27,500
Maryland	30	22	153,400	33,200	283,500	143,000
Massachusetts	35	87	151,000	199,800	228,300	745,200
Michigan	47	48	397,000	55,600	833,700	119,400
Minnesota	31	33	132,900	33,300	347,200	81,200
Mississippi	27	18	77,500	9,400	166,500	17,500
Missouri	27	51	142,400	58,300	295,400	189,500
Montana	9	3	25,200	2,800	56,600	4,600
Nebraska	15	14	54,000	13,300	130,100	36,800
Nevada	5	1	24,600	200	40,100	100
New Hampshire	10	14	19,700	14,700	52,600	58,700
New Jersey	30	33	206,900	67,400	368,400	177,000
New Mexico	14	3	46,300	4,400	122,600	6,100
New York	84	199	575,000	379,500	1,270,700	1,496,100
North Carolina	72	43	173,400	49,800	423,800	226,700
North Dakota	11	4	26,800	1,700	59,500	3,300
Ohio	61	69	308,700	99,700	604,000	271,500
Oklahoma	28	14	111,700	21,100	167,800	33,400
Oregon	22	20	127,100	14,500	202,800	35,100
Pennsylvania	67	114	268,300	178,500	679,400	537,900
Rhode Island	3	10	31,000	28,400	66,800	66,700
South Carolina	30	23	91,300	23,100	185,200	44,400
South Dakota	7	9	20,700	6,200	52,700	13,400
Tennessee	23	44	124,100	39,800	746,500	132,500
Texas	88	55	469,100	79,700	884,900	220,300
Utah	9	4	54,400	29,900	145,900	45,200
Vermont	6	16	16,600	11,700	47,500	31,000
Virginia	39	34	186,100	28,900	323,100	77,900
Washington	32	12	185,800	24,200	387,900	45,500

Figure A-9. Higher Education in Its Totality (Continued)

	Number of institutions, fall 1974		Enrollment (head-count), fall 1974		Current-funds educational and general expenditures, 1973-74 (in thousands of dollars)	
	Public	Private	Public	Private	Public	Private
West Virginia	16	12	61,100	10,200	91,700	19,700
Wisconsin	43	29	97,500	29,700	515,300	93,200
Wyoming	8	0	16,100	0	44,200	--
Service schools (federal)	8	--	29,200	--	245,800	--
Total United States	1,460	1,565	,892,200	2,247,700	$16,123,900	$7,180,800

Sources: For number of institutions, data adapted from U.S. National Center for Education Statistics; for enrollment, "Opening Fall Enrollment, 1974," *Chronicle of Higher Education*, December 16, 1974, p. 8; and for expenditures, U.S. National Center for Education Statistics, *Financial Statistics of Institutions of Higher Education, Current Funds Revenues and Expenditures, 1973-74* (Washington, D.C.), prepublication tables.

Figure A-10. Undergraduate Degree-Credit Enrollment of Persons Aged 18 to 24 as a Percentage of Their Age Group, 1970, by State



Note: Students attending college in states other than their state of residence are classified as living in the state in which they are attending college.

Source: Computed from 1970 census data.

Figure A-18. Average Tuition and Required Fees in Public Institutions of Higher Education, by Type of Institution and State

State	*Average tuition in all public institutions 1973-74*	*1973-74 universities*	*Comprehensive universities and colleges 1973-74*	*Two-year colleges, 1972-73*
United States	$ 434	$ 376	$459	$252
Vermont	1,000	1,082	810	860
Pennsylvania	832	958	768	624
New Hampshire	829	984	722	286
Ohio	738	789	672	546
Indiana	657	660	629	365
Rhode Island	598	761	490	300
Minnesota	574	682	521	373
South Dakota	564	556	579	—
Iowa	547	610	600	410
Maine	534	550	417	340
Michigan	529	688	528	337
Virginia	528	589	695	233
Maryland	526	698	564	305
New Jersey	525	585	605	367
South Carolina	520	605	560	318
Kentucky	500	715	424	367
Nebraska	500	535	538	254
Connecticut	487	715	519	229
Delaware	481	525	345	390
Montana	459	479	428	185
New York	459			
	SUNY 661	SUNY Lower Div 750 Upper Div 900	SUNY 762	SUNY 533
	CUNY 87		CUNY 138	CUNY 0
Alaska	445	472	—	200
Wisconsin	445	Lower Div 573 Upper Div 628	555	112
Illinois	443	618	561	232
Nevada	443	519	532	300
New Mexico	437	461	375	355
Kansas	433	504	474	220
Utah	430	467	395	330
Oregon	428	519	523	301
Colorado	424	527	399	232
North Dakota	420	446	407	350
Alabama	409	518	455	203
Georgia	405	506	414	281
Florida	404	570	570	244
Missouri	399	560	333	241
Washington	398	564	495	244
Massachusetts	395	520	363	337
Arkansas	389	400	404	187
Oklahoma	373	447	355	252
Wyoming	362	430	—	252
Mississippi	358	500	418	181
Tennessee	346	374	369	188
Idaho	339	380	325	298
North Carolina	339	457	464	120
Louisiana	303	320	308	121
West Virginia	290	310	284	253
Arizona	242	366	330	48

Figure A-18. Average Tuition and Required Fees in Public Institutions of Higher Education, by Type of Institution and State (Continued)

State	*Average tuition in all public institutions 1973-74*	*1973-74 universities*	*Comprehensive universities and colleges 1973-74*	*Two-year colleges, 1972-73*
Texas	$ 239	$ 299	267	145
Hawaii	160	223	228	50
California	133	637	160	2
District of Columbia	115	--	132	90

[a] Average tuition computed by weighting average tuition in universities, comprehensive universities and colleges, and two-year colleges by full-time equivalent enrollment in each segment.

Source: Carnegie Council on Higher Education, *Low or No Tuition: The Feasibility of a National Policy for the First Two Years of College* (San Francisco: Jossey-Bass, 1975).

Figure A-19. Tuition in Public Institutions as a Percentage of State and Local Expenditures per Student, by State, 1973-74

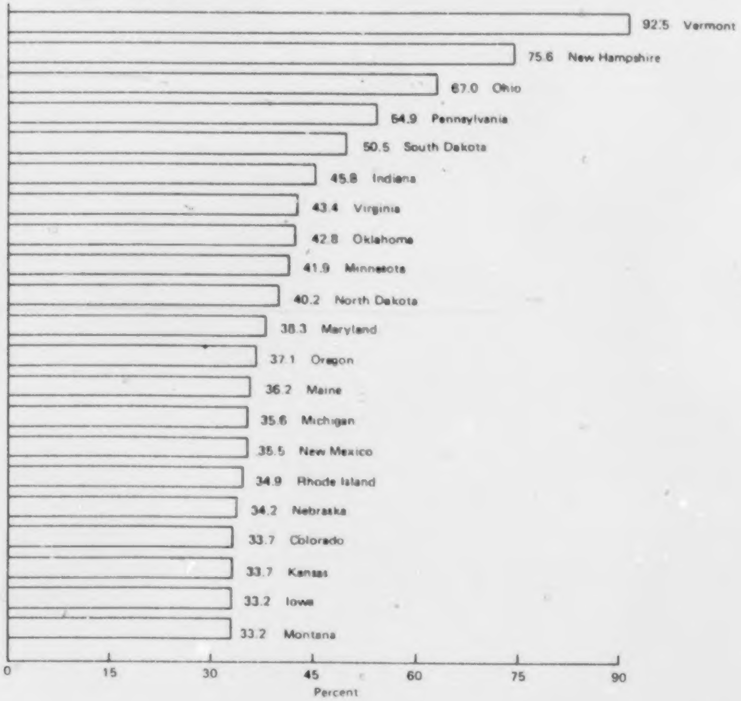
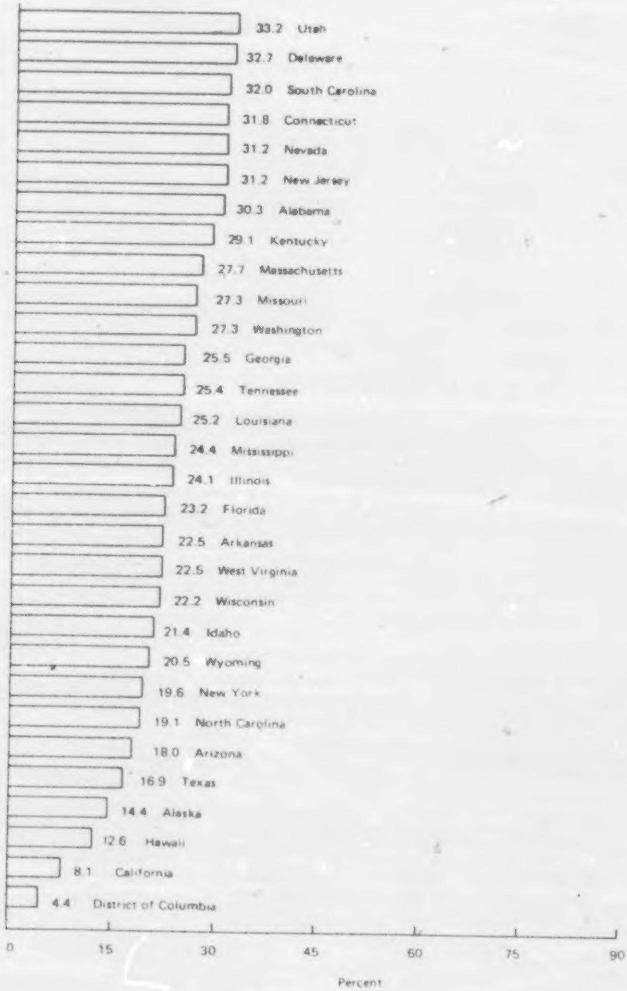


Figure A-19. Tuition in Public Institutions as a Percentage of State and Local Expenditures per Student, by State, 1973-74 (Continued)



Sources: Figures 25 and 26, *The States and Higher Education.*

Figure A-26. Average Undergraduate Tuition and Fees in Public and Private Four-Year Institutions, by State and Type of Institution, 1974-75

	Universities and highly selective liberal arts colleges		*Comprehensive institutions and less selective liberal arts colleges*	
State	*Public*	*Private*	*Public*	*Private*
United States	$589	$2,682	$474	$1,873
Alabama	572	—	473	1,316
Alaska	472	—	340	2,150
Arizona	391	—	336	1,080
Arkansas	400	—	415	995
California	644	2,869	180	1,891
Colorado	572	2,825	440	1,855
Connecticut	715	3,075	545	2,062
Delaware	625	—	386	1,900
Florida	585	2,660	576	1,816
Georgia	520	2,525	492	1,612
Hawaii	350	—	279	1,259
Idaho	380	—	335	1,878
Illinois	621	2,527	544	1,959
Indiana	731	2,583	653	1,804
Iowa	610	2,765	600	1,937
Kansas	504	—	500	1,587
Kentucky	665	1,222	428	1,413
Louisiana	320	2,600	314	1,282
Maine	575	3,147	467	2,284
Maryland	708	2,554	589	1,757
Massachusetts	550	2,950	378	2,183
Michigan	711	2,207	543	1,793
Minnesota	714	2,474	526	1,852
Mississippi	505	—	436	1,271
Missouri	601	2,558	328	1,715
Montana	520	—	464	1,484
Nebraska	555	—	530	1,749
Nevada	524	—	532	1,500
New Hampshire	982	3,570	728	2,307
New Jersey	585	2,549	525	1,903
New Mexico	465	—	384	1,049
New York	719	2,811	465	2,187
North Carolina	471	2,577	460	1,553
North Dakota	451	—	421	1,229
Ohio	774	2,704	683	2,009
Oklahoma	455	1,300	382	1,176
Oregon	551	2,704	573	1,700
Pennsylvania	1,011	2,662	824	1,950
Rhode Island	797	3,500	511	2,017
South Carolina	613	2,099	515	1,679
South Dakota	586	—	573	1,702
Tennessee	396	2,481	389	1,376
Texas	297	2,088	264	1,387
Utah	467	640	408	1,464
Vermont	1,088	3,660	725	2,186
Virginia	670	2,778	714	1,728
Washington	564	2,480	499	1,840
West Virginia	310	—	259	1,912
Wisconsin	573	2,692	575	1,660
Wyoming	430	—	—	—

Note: Data for public institutions relate to tuition and required fees, state residents. Figures by state are institutional averages. U.S. figure is weighted by number of institutions per state. Dashes indicate that comparable institutions do not exist in the category for comparative purposes.

Source: U.S. National Center for Education Statistics, *Education Directory, 1974-75, Higher Education* (Washington, D.C.: U.S. Government Printing Office, 1975).

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REPORT ON VETERANS' RESPONSES TO VA EDUCATIONAL ASSISTANCE PROGRAMS

A REPORT
OF THE
GENERAL ACCOUNTING OFFICE
SUBMITTED TO THE
COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE
VANCE HARTKE, *Chairman*

AUGUST 11, 1976

Printed for the use of the Committee on Veterans' Affairs

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COMPTROLLER GENERAL OF THE UNITED STATES
WASHINGTON, D.C. 20548

B-114859

August 11, 1976

The Honorable Vance Hartke
Chairman, Committee on Veterans' Affairs
United States Senate

Dear Mr. Chairman:

In your July 2, 1976, letter you requested a report, without conclusions and recommendations, on veterans' responses to our questionnaires on the operation and effect of educational assistance programs provided under 38 U.S.C. 1651 et seq. Our report, including an example of one of our questionnaires, is enclosed.

As agreed with your office, copies of the report are being sent to the Administrator of Veterans Affairs, other congressional committees, Members of Congress, and other interested parties.

Sincerely yours,

Elmer B. Staats

Comptroller General
of the United States

Enclosure

HRD-76-158

VETERANS' RESPONSES TO GAO QUESTIONNAIRES ON THE OPERATION AND EFFECT OF VA EDUCATIONAL ASSISTANCE PROGRAMS UNDER 38 U.S.C. 1651 et seq.

The purposes of the veterans' education program, authorized by the Veterans' Readjustment Benefits Act of 1966 (38 U.S.C. 1651 et seq.), are to (1) enhance and make more attractive service in the Armed Forces of the United States, (2) extend the benefits of a higher education to qualified and deserving young persons who might not otherwise be able to afford it, (3) provide vocational readjustment and restoration of lost educational opportunities to servicemen and women whose careers were interrupted or impeded because of active duty in the military services after January 31, 1955, and (4) aid servicemen and women in attaining the vocational and educational status which they normally might have obtained had they not served their country.

Since the program's inception, almost 6 million veterans and servicemen have received educational assistance payments exceeding $15 billion. The Veterans Administration (VA) forecasted that during fiscal year 1976 over 3 million veterans would train under the program at an estimated cost of $5 billion. This would bring the 10 year total of educational assistance payments to $20 billion.

Because of the magnitude of the program, and in an effort to develop information to assess the effectiveness of the program, in May to July 1974, we sent a series of questionnaires to 15,000 veterans and servicemen who have taken training under the 10 types of educational programs. The information in this report represents the most significant information reported by the 6,141 veterans who responded to our questionnaires.

IMPACT OF THE GI BILL

In an attempt to determine whether availability of GI bill benefits was a major factor in a veteran's decision to enter training, we asked each veteran surveyed the following question: "If the GI Bill had not been available to you, would you still have entered training?" While responses differed significantly depending on the type of training taken, overall, less than half (46 percent) of the respondents said they would have entered training without GI bill benefits. (See table 1.)

The majority of apprentice, other onjob, graduate school, high school, and nondegree college trainees would have entered training without benefits. By contrast, less than half, and in some cases less than one-third of the undergraduate, vocational/technical, flight, correspondence, and farm cooperative students indicated that they would have entered training in the absence of these benefits.

Table 2 shows the impact of the GI bill on decision to enter training by year of enrollment.

Table 1

Impact of the GI Bill on Decision To Enter Training

Type of training taken	Would have entered training without benefits	
	Yes	No
Apprentice	84%	16%
Other onjob	78	22
Graduate	61	39
High school	58	42
Nondegree	57	43
Undergraduate	47	53
Vocational/technical	37	63
Flight	30	70
Correspondence	27	73
Farm cooperative	17	83
All respondents	46	54

Table 2

Impact of the GI Bill on Decision To Enter Training by Year of Enrollment

	Would have entered training without benefits	
Year	Yes	No
1967	56%	44%
1968	53	47
1969	62	38
1970	53	47

Table 2 (cont'd)

Year	Would have entered training without benefits Yes	No
1971	49	51
1972	44	56
1973	44	56

Note: Table does not include any data for farm cooperative training.

EXPENSES OF GOING TO COLLEGE

GI bill benefits are designed to offset a portion of the expenses incurred by veterans attending approved programs of education. A primary purpose of our review was to try to develop an estimate of these expenses and of the portion thereof offset by GI bill benefits. We asked each veteran surveyed to provide information on the amount of monthly VA benefits; the cost of tuition, books, and fees; and other expenses for his or her most recent enrollment period.

Table 3 shows average annual tuition (tuition, books, fees, and equipment), other expenses (meals, lodging, and transportation), and the average GI bill payment reported by veterans who were pursuing college level training on a full-time basis at the time they completed our questionnaire. The table also shows the extent to which tuition and expenses are offset by the average VA benefits received.

Table 4 shows the reported tuition costs and other expenses updated to reflect 1975-76 school year costs. Table 4 also reflects the 22.7-percent increase in veterans benefits which took effect in late 1974.

Tuition costs were updated using information provided by the Education Division of the Department of Health, Education, and Welfare. Other expenses were updated based on changes in the Consumer Price Index between May 1974 and May 1976.

Table 3

Average Annual Tuition

Costs and Other Expenses

	Graduate level		Undergraduate level		
	Public	Private	Junior college	Public	Private
Expenses:					
Tuition	$ 773	$2,146	$ 356	$ 670	$1,704
Other expenses	2,780	2,869	1,412	2,058	2,177
Total	$3,553	$5,015	$1,768	$2,728	$3,881
Average GI bill benefits:					
1 month	$ 261	$ 243	$ 266	$ 239	$ 238
Estimated 9 months	$2,349	$2,187	$2,394	$2,351	$2,142
Percent of tuition offset by benefits	100	100	100	100	100
Benefits in excess of tuition:					
Amount	$1,576	$ 41	$2,038	$1,681	$ 438
As percent of other expenses	57	1.4	144	82	20
Percent of total expenses offset by benefits	66	44	135	86	55

Table 4

Average Annual Tuition Costs And Other Expenses (Updated)

	Graduate level		Undergraduate level		
	Public	Private	Junior college	Public	Private
Expenses:					
Tuition	$ 812	$2,461	$ 403	$ 725	$1,929
Other expenses	3,233	3,336	1,642	2,393	2,532
Total	$4,045	$5,797	$2,045	$3,118	$4,461
Average GI bill benefits:					
1 month	$ 320	$ 278	$ 307	$ 327	$ 292
9 months	2,880	2,682	2,943	2,637	2,619
Percent of tuition offset by benefits	100	100	100	100	100
Benefits in excess of tuition:					
Amount	$2,068	$ 221	$2,540	$1,912	$ 690
As percent of other expenses	64	7	155	80	27
Percent of total expenses offset by benefits	71	46	144	85	59

COMPLETION RATES

Since the program's inception, through June 1974, almost 5 million veterans or servicemen had trained under the program. To develop information on the number of veterans who completed training, we asked each veteran surveyed his current training status--intraining, completed, or discontinued.

As shown in table 5, many veterans who entered the longer types of training (e.g., apprentice and undergraduate) or who entered training shortly before our survey (May through September 1974) were still in training when they completed our questionnaire. Therefore, completion rates cited in table 6 are for those veterans who entered in the early years of the program.

Table 5

Veteran Training Status by Calendar Year of Original Enrollment

Type and status of training	Calendar year of original enrollment 1966	1967	1968	1969	1970	1971	1972	1973
Apprentice:								
Completed	(a)	89.7%	91.7%	88.7%	63.5%	31.3%	10.8%	10.0%
Discontinued	(a)	10.3	8.3	8.5	8.1	18.1	16.1	15.0
Still enrolled	(a)	-	-	2.8	28.4	50.6	73.1	75.0
Other onjob:								
Completed	(a)	75.0	83.3	78.6	73.1	61.3	50.4	20.3
Discontinued	(a)	-	16.7	14.3	20.9	24.7	28.8	23.4
Still enrolled	(a)	25.0	-	7.1	6.0	14.0	20.8	56.3
Vocational/ technical:								
Completed	68.4%	48.0	58.7	83.1	59.6	59.2	57.1	34.8
Discontinued	31.6	52.0	38.1	15.5	37.6	36.1	28.1	24.7
Still enrolled	-	-	3.2	1.4	2.8	4.7	14.8	40.5
Correspondence:								
Completed	30.0	50.0	36.7	47.7	42.5	51.7	45.5	33.0
Discontinued	70.0	50.0	53.1	43.2	46.0	32.2	19.6	14.6
Still enrolled	-	-	10.2	9.1	11.5	16.1	34.9	52.4
Flight:								
Completed	(a)	44.4	47.6	55.9	38.5	48.7	48.2	46.7
Discontinued	(a)	44.4	47.6	38.2	30.8	30.8	25.0	28.9
Still enrolled	(a)	11.1	4.8	5.9	30.8	20.5	26.8	24.4
Nondegree:								
Completed	50.0	66.7	64.3	76.1	73.1	62.5	47.8	32.1
Discontinued	50.0	33.3	35.7	19.1	19.2	25.0	22.2	22.6
Still enrolled	-	-	-	4.8	7.7	12.5	30.0	45.3
Undergraduate—full time:								
Completed	69.2	60.9	72.1	55.9	38.8	28.5	19.8	8.1
Discontinued	19.2	26.1	18.6	17.2	16.5	14.6	13.7	13.0
Still enrolled	11.5	13.0	9.3	26.9	44.7	56.9	66.5	78.9
Undergraduate—part time								
Completed	42.2	45.4	14.6	14.5	11.8	6.6	8.8	5.1
Discontinued	26.9	27.3	36.6	29.0	17.6	23.6	18.6	28.8
Still enrolled	26.9	27.3	48.8	56.5	70.6	69.8	72.6	66.1
Graduate—full time								
Completed	80.0	80.0	86.7	47.1	60.0	42.6	25.0	12.5
Discontinued	20.0	-	13.3	17.6	12.0	7.4	11.1	12.5
Still enrolled	-	20.0	-	35.3	28.0	50.0	63.9	75.0
Graduate—part time:								
Completed	41.2	33.3	50.0	70.6	38.1	32.5	21.7	17.4
Discontinued	23.5	8.3	25.0	-	23.8	20.0	15.6	13.0
Still enrolled	35.3	58.3	25.0	29.4	38.1	47.5	62.5	69.6
High school:								
Completed	100.0	33.3	62.5	63.6	40.0	50.0	44.4	44.2
Discontinued	-	66.7	37.5	36.4	50.0	31.8	23.8	20.9
Still enrolled	-	-	-	-	10.0	18.2	31.8	34.9

a/Training not authorized under GI bill until August 31, 1967.

Note: Percentages may not add to 100 percent due to rounding.

Table 6

Completion Rates (note a)

Type of training	For entrants during calendar years	Percent of entrants that completed	Percent of entrants that completed or discontinued
Apprentice	1967 to 1969	89.7	98.5
Other onjob	1967 to 1971	69.7	90.4
Vocational/ technical	1966 to 1972	60.3	93.4
Correspondence	1966 to 1970	42.5	91.1
Undergraduate (full time)	1966 to 1969	62.2	81.1
Undergraduate (part time)	-	(b)	-
Graduate (full time)	1966 to 1969	70.2	82.9
Graduate (part time)	-	(b)	-
Nondegree	1966 to 1971	67.6	93.5
Flight	1967 to 1969	51.6	93.8
Farm cooperative	-	(c)	-
High school	1966 to 1971	50.8	90.7

a/The completion rates cited in this report represent transitory rates of completion which had been attained at a given point in time rather than ultimate completion rates. If any veterans enrolled have since completed training, the completion rate would have improved accordingly.

b/No estimate can be made because the sample size is inadequate.

c/No estimate can be made because the data is not available by year of original enrollment.

VETERANS' ACHIEVEMENT OF THEIR PRIMARY OBJECTIVES

Responses indicated that generally, a veteran enters training for one of three primary reasons: (1) to earn a degree, certificate, license, etc., (2) to learn a new skill to obtain a better job, or (3) to improve skills related to his/her current job. To get an indication of the effectiveness of the program, we asked each veteran who had terminated training whether he or she had attained their objective.

While percentages differ significantly depending on the type of training taken, overall, about 40 percent of the respondents having terminated their GI bill training said they did not achieve their primary training objective.

Veterans who took apprentice, other onjob, and graduate level college training said they achieved their objective most often (i.e., 84.8 percent, 76.9 percent, and 75.6 percent, respectively). Correspondence, vocational/technical, and high school trainees indicated that they achieved their objective least often (i.e., 50.8 percent, 49.2 percent, and 45.3 percent, respectively).

While the strength of the relationship varies depending on the type of training, statistical techniques used to analyze veterans' responses indicated for all types of training that there was a definite relationship between the veteran's status as a completer or noncompleter and whether he or she achieved their primary objective. The majority of the completers said that they achieved their primary objective and the majority of the noncompleters said they did not.

Status as a completer or noncompleter was a particularly strong indicator of success in achieving the primary objective for those veterans who had enrolled in graduate, undergraduate, and flight training.

Veterans' status was less of an indicator of achievement if the veteran took nondegree, other onjob, apprentice, or farm cooperative training. This was not because completers were failing to achieve objectives any less often than those completing undergraduate, graduate, or flight training, but because a high percentage of dropouts were also achieving their objective.

Conversely, completion rate was less of an indicator of achievement for veterans who took vocational/technical, correspondence, or high school training because a high percentage of completers were failing to achieve.

Table 7

Achievement of Primary Objectives By Completers and Dropouts

Type of training	Overall		Completers		Dropouts	
	Yes	No	Yes	No	Yes	No
Apprentice	84.8%	15.2%	94.4%	5.6%	40.0%	60.0%
Other onjob	76.9	23.1	91.0	9.0	38.9	61.1
Graduate	75.6	24.4	94.3	5.7	18.8	81.3
Farm cooperative	72.6	27.4	87.8	12.2	46.3	53.7
Nondegree	70.1	29.9	87.1	12.9	32.3	67.7
Flight	56.4	43.6	84.2	15.8	19.8	80.2
Undergraduate	55.8	44.2	86.6	13.4	13.0	87.0
Correspondence	50.8	49.2	72.2	27.8	18.8	81.2
Vocational/ technical	49.2	50.8	69.2	30.8	15.3	84.7
High school	45.3	54.7	67.1	32.9	12.7	87.3

Note: Percentages may not add to 100 percent due to rounding.

EMPLOYMENT AFTER TRAINING

In an attempt to determine whether veterans who had terminated training under the program were employed and the extent to which their job related to their training, we asked apprentice, other onjob, undergraduate, graduate, vocational/technical, correspondence, nondegree, and farm cooperative trainees the following question:

> "How does your present job relate to the training received? (CHECK ONE)
>
> --DOES NOT APPLY - I am not working.
> --I am currently employed in the type of work for which I was trained.
> --My job is not related to my training, but I am making substantial use of the skills I learned during my NON-DEGREE training.
> --My job does not relate to the training I received."

To flight trainees we asked the following question:

> "Are you making use of your VA-assisted flight training in your current job?

--DOES NOT APPLY - I am not working.
--No.
--Yes (explain)."

No question of this nature was asked to high school trainees because we did not consider high school training vocationally oriented.

Most of the veterans who said they had terminated their GI bill financed training also said they were employed (see table 8); however, only two-thirds indicated that they were employed in the type of jobs for which they were trained or in jobs where they were making considerable use of the skills learned in training. Apprentice, farm cooperative, and graduate level college trainees used the skills most often (i.e., 88.4 percent, 84.7 percent, and 84.6 percent, respectively, were employed in jobs related to their training). Veterans who took vocational/technical, correspondence, and flight training said that they used the skills least (i.e., 53.9 percent, 44.1 percent, and 40.7 percent, respectively, were employed in training related jobs).

Indications are that veterans who completed training were employed in jobs related to their training significantly more often than veterans who did not complete. More than 90 percent of all respondents who completed apprenticeship, other onjob, and farm cooperative training said that they were employed in jobs related to their training. By contrast, less than 65 percent of the veterans who completed vocational/technical, correspondence, and flight training were employed in training related occupations.

Table 8

Relationship of Veterans' Employment To GI Bill Training Received

Type of training	Overall				Completers				Dropouts			
	Same type	Substantial use	Not related	Not working	Same type	Substantial use	Not related	Not working	Same type	Substantial use	Not related	Not working
Apprentice	80.0%	8.4%	8.8%	2.8%	89.2%	5.6%	2.6%	2.6%	40.7%	20.4%	35.2%	3.7%
Other onjob	69.1	9.9	16.1	4.8	86.0	5.4	5.8	2.7	24.0	21.9	43.8	10.4
Graduate	62.5	22.1	9.1	6.3	68.6	19.4	5.8	6.3	43.5	30.6	19.4	6.5
Undergraduate	31.1	28.8	31.3	8.8	43.6	30.0	17.6	8.8	16.2	27.4	47.5	8.9
Nondegree	56.3	17.8	21.3	4.6	65.7	16.1	15.3	2.9	35.0	21.7	35.0	8.3
Vocational/ technical	32.1	21.8	35.1	10.9	42.8	21.2	27.5	8.4	13.2	22.9	48.6	15.3
Correspondence	20.1	24.0	48.7	7.2	23.4	29.7	40.6	6.3	15.1	15.6	60.6	8.7
Flight	40.7	–	54.5	4.8	56.2	–	38.1	5.7	21.4	–	75.0	3.6
Farm cooperative	63.9	20.8	10.6	4.7	73.6	18.2	5.0	3.1	47.9	25.0	19.8	7.3

Note: Percentages may not add to 100 percent due to rounding.

EARNINGS AFTER TRAINING

Veterans who terminated farm cooperative training reported the highest after training annual income--$17,704. However, because this figure may represent gross farming receipts before deducting farming expenses, it may not be comparable to annual incomes reported by other veterans. After farm cooperative, flight and graduate level college trainees reported the highest annual incomes of $16,438 and $15,607, respectively. The two lowest annual incomes were reported by vocational/technical and high school trainees with $9,834 and $8,224, respectively.

Table 9

Annual Gross Incomes Reported By Veterans Who Have Terminated Training (note a)

Type of training	Annual gross income
Farm cooperative	$17,704
Flight	16,438
Graduate	15,607
Nondegree	13,671
Apprentice	12,555
Undergraduate	11,068
Correspondence	11,025
Other onjob	10,509
Vocational/technical	9,834
High school	8,224

a/Based on data reported by veterans working full time--at least 35 hours per week.

Average incomes of completers vs noncompleters

In most cases, veterans who completed training reported higher annual incomes than veterans who failed to complete.

Table 10

Average Annual Incomes of Completers and Noncompleters of the Various Types of Training (note a)

Type of training	Average incomes of Completers	 Noncompleters	Percent completers' incomes exceeds noncompleters' incomes
Graduate	$16,116	$13,998	15.1
Nondegree	14,600	11,247	29.8
Apprentice	13,210	9,605	37.5
Undergraduate	11,211	10,901	2.8
Correspondence	11,404	10,462	9.0
Other onjob	10,751	9,726	10.5
High school	8,538	7,655	11.5
Vocational/ technical	10,168	9,212	10.4
Flight	16,447	16,429	NIL
Farm cooperative	17,671	17,762	NIL

a/Based on data reported by veterans working full time--at least 35 hours per week.

Average income of those in related vs nonrelated employment

Table 11 shows that, in most instances, the reported average annual incomes of veterans in training related jobs were substantially higher than those in nontraining related jobs.

Table 11

Comparison of Average Annual Incomes of Veterans in Training Related Jobs With Those of Veterans in Nontraining Related Jobs (note a)

Type of training	Veterans' average annual incomes (note b) Training related jobs	 Nontraining related jobs	Percent training related incomes exceed nontraining related incomes
Graduate	$15,869	$13,000	22.1
Correspondence	11,740	10,394	12.9
Apprentice	12,852	9,088	41.4
Other onjob	10,779	8,937	20.6
Vocational/ technical	10,107	9,392	7.6
Undergraduate	11,716	9,730	20.4
Nondegree	14,754	9,615	53.5
Flight	17,790	15,424	15.3
Farm cooperative	18,705	10,401	79.8

a/No information available for high school trainees.

b/Based on data reported by veterans working full time--at least 35 hours per week.

USEFULNESS OF TRAINING

To get an indication of the effectiveness of training taken under the program, we asked each veteran surveyed to rate the usefulness of training received with regard to his or her training objective or career plan.

While responses differed significantly depending on the type of training taken, overall, 20 percent of the respondents said that the training they took under the GI bill was of little or no use with regard to their training objective or career plan.

Again, as can be seen in table 12, there is a definite relationship between the veteran's status as a completer or noncompleter and how he or she rated the usefulness of the training.

Generally, less than 10 percent of the completers rated the training they received as being of little or no use. It is noteworthy then, that over 16 percent of the vocational/technical and over 20 percent of the correspondence completers said their training was of little or no use.

Table 12

Usefulness of Training As Indicated By Completers and Noncompleters

Type of training	Overall				Completers				Noncompleters			
	Extremely useful	Moderately useful	Little use	No use	Extremely useful	Moderately useful	Little use	No use	Extremely useful	Moderately useful	Little use	No use
Apprentice	57.3%	33.3%	4.2%	5.2%	63.5%	32.6%	3.0%	0.9%	30.9%	36.4%	9.1%	23.6%
Other onjob	55.4	28.7	9.2	6.7	64.5	25.2	6.9	3.4	30.9	38.1	15.5	15.5
Graduate	64.5	30.5	4.2	0.8	75.0	23.0	1.5	0.5	33.3	53.0	12.1	1.5
Farm cooperative	37.8	50.0	8.3	3.9	41.3	52.3	5.2	1.2	32.1	46.2	13.2	8.5
Nondegree	54.6	29.8	9.8	5.8	67.1	26.4	4.3	2.1	27.7	36.9	21.5	13.8
Flight	48.7	30.8	15.2	5.3	59.7	31.0	7.0	2.3	33.7	30.5	26.3	9.5
Vocational/ technical	38.5	35.0	15.8	10.7	47.1	36.2	12.2	4.5	23.8	33.1	21.9	21.2
Undergraduate	46.5	36.9	11.2	5.4	60.3	31.8	6.8	1.1	28.0	43.6	17.1	11.3
Correspondence	28.1	40.5	17.7	13.7	30.7	49.2	10.8	9.3	24.3	27.5	28.0	20.2
High school	44.5	33.6	13.0	8.9	56.8	31.8	8.0	3.4	25.9	36.2	20.7	17.2

COUNSELING

The counseling service provided through VA includes educational, vocational, and rehabilitation counseling and is designed to help those who are counseled make the best use of their educational and training benefits by helping them (1) arrive at sound decisions about their educational and vocational goals and (2) plan programs of education or training that will enable them to attain these goals. To this end, VA offers counseling services by professionally qualified counseling psychologists at approximately 70 VA locations and at approximately 170 college, university, community, and private counseling centers under contract with VA.

Since the inception of the current GI bill through June 1974, about 227,450 veterans have been counseled. This represents about 4.65 percent of the 4,895,000 veterans who have trained under the program. Responses to our questionnaires indicated that one of the main reasons for the low counseling activity was that many veterans were not aware that VA offers counseling services. Of the 5,491 veterans responding, 2,244, or about 41 percent, said they were not aware that VA offered counseling services. Of the 2,244 veterans, 1,549, or about 70 percent, said they would have requested VA guidance if they had been aware of it.

Following are questions we asked on VA counseling and veterans' responses thereto.

> "Did you request and receive any counseling, advice, or information from VA prior to enrolling in this training?"

Responses (note a)	Number	Percent
Yes. I was tested or counseled by VA about my aptitudes or training plans.	233	4.2
Yes. I received information or advice about my training and benefits from VA.	1,167	21.3
No. I requested but did not receive any guidance from VA.	133	2.4
No. I was aware of but did not request VA guidance.	1,714	31.2

Responses (cont'd)	Number	Percent
No. I was not aware that VA guidance was available.	2,244	40.9
Total	5,491	100.0

"Would you have requested VA guidance if you had been aware of it?" (Asked only those giving the last response above.)

Responses (note a)	Number	Percent
Yes	1,549	69.0
No	560	25.0
No response	135	6.0
Total	2,244	100.0

a/Does not include responses from graduate students.

TUTORIAL ASSISTANCE

VA reports show that since the inception of VA's tutorial assistance program, through June 30, 1975, 80,609 veterans had received tutorial assistance payments from VA totaling approximately $8 million.

We asked each veteran who entered graduate or undergraduate level college training on a half-time or more basis after July 1970, several questions regarding his or her awareness of and participation in the tutorial assistance program. Of those responding, 65 percent said they were not aware of the program. Of those not aware of the program, 38 percent indicated that they have had academic difficulty and would have requested tutorial assistance aid if they had been aware that it was available.

Following are questions we asked on VA tutorial assistance and summaries of veterans' answers thereto.

> "Were you aware that the VA has a program under which a veteran student can receive additional money to hire a tutor to assist him with a required course(s) in which he is having difficulty?"

Response	Overall	By training type	
		Graduate	Undergraduate
Yes	35%	26%	38%
No	65	74	62

"Would you have requested VA tutorial assistance if you had been aware of it?" (Asked to those who responded no to the above question.)

Response	Overall	By training type	
		Graduate	Undergraduate
Yes	38%	24%	43%
No	55	71	49
No response	7	5	8

SAMPLING METHODOLOGY

Sample selection

We sent questionnaires to 15,000 veterans selected at random from VA's data processing center master education files located at Hines, Illinois. These files contained both active (currently receiving educational benefits) and inactive (no longer receiving educational benefits) veterans who participated in various education and training programs under the current GI bill (38 U.S.C. 1651 *et seq*.).

Participation data available from the VA education file (March to April 1973) indicated there were 3.6 million veterans who had taken some form of training.

Sample size

The following is a list of VA's 10 major educational programs, showing the total number of questionnaires mailed, the responses received, the nondeliverable questionnaires, and response rates by type of training.

Type of training	Questionnaires mailed	Responses received	Nondeliverable	Response rate Overall	Response rate Adjusted
Graduate level college	1,000	485	301	48.50	69.40
Undergraduate level college	3,000	1,483	700	49.4	64.5
Nondegree college	1,000	289	307	28.9	41.7
Vocational/technical	3,000	1,033	889	34.4	48.9
Apprenticeship	1,000	456	225	45.6	58.8
On job	1,000	460	189	46.0	56.7
High school	1,000	204	434	20.4	36.0
Flight training	1,000	312	282	31.2	43.5
Farm cooperative	1,000	651	30	65.1	67.1
Correspondence	2,000	768	596	38.4	54.7
Total	15,000	6,141	3,933	40.9	55.5

Of the 15,000 questionnaires mailed to veterans, we received 6,141 replies, or a 40.9-percent response rate. Allowing for nondeliverable questionnaires, the adjusted rate of response was approximately 56 percent.

Appendix I contains an example of one of the questionnaires used during this review.

UNITED STATES GENERAL ACCOUNTING OFFICE

IMPORTANT!

Official Government Business

UNITED STATES GENERAL ACCOUNTING OFFICE
REGIONAL OFFICE
ROOM [illegible], U.S. CUSTOMHOUSE, 610 SOUTH CANAL STREET
CHICAGO, ILLINOIS 60607

Dear Veteran:

The General Accounting Office is reviewing VA programs for educational assistance under the G.I. Bill to see whether they can be improved to better help you and your fellow veterans and servicemen. We are concerned with the assistance given to you by the VA to help you in job training and education. We want to learn whether the training and education you receive helps you to readjust to civilian life and whether you receive your payments promptly.

We are asking you, and a number of other veterans and servicemen, to help us in reviewing the programs by completing this questionnaire. Your answers are important because you were selected to be a representative for thousands of other veterans and servicemen. The time and care that you devote in completing the questionnaire will contribute to improving the training and education you and your fellow veterans and servicemen receive under the G.I. Bill.

The General Accounting Office is an agency of the legislative branch of the Federal Government, reporting directly to the Congress. We are not connected in any way with the VA and information you give us will not be used in connection with your VA records and will be handled with utmost care.

A self-addressed envelope that requires no postage is attached for your convenience to return the completed questionnaire. If you need more space to answer the questions or to supply additional information, feel free to use the back page of the questionnaire.

Please return the questionnaire within 10 days so that we can begin considering all the answers.

Thank you for your cooperation.

Sincerely yours,

G. F. Stromvall
Regional Manager

NON-DEGREE COLLEGE TRAINING

QUESTIONNAIRE

INSTRUCTIONS: This questionnaire concerns only the NON-DEGREE COLLEGE TRAINING most recently received under the GI Bill. Please answer every question, unless instructed otherwise. After reading each question, indicate the answer which best describes your personal situation. If none of the suggested answers adequately describes your situation, please write in your answer. If the question itself does not apply to your situation, indicate this by marking the appropriate " DOES NOT APPLY" answer.

1. Please name the college, university or school at which you most recently received NON-DEGREE college training under the GI Bill:

    ____

2. What type of institution is this? (CHECK ONE)

    A [ ] Public college or university
    B [ ] Private college or university
    C [ ] Other (specify) ____________

3. Please indicate your most recent major field of study at this institution. ____________

4. Please give us the following information concerning your college curriculum:

4-1 Enrollment Period: (CHECK ONE)

A [ ] Semester
B [ ] Quarter
C [ ] Trimester
D [ ] Term
E [ ] Year
F [ ] Other (specify) ____________

4-2 Classload - Number of credit hours taken (most recent period) ________ credit hours

4-3 **Training Time (most recent period): (CHECK ONE)**

A [ ] Full time
B [ ] Three-quarter time
C [ ] Half-time
D [ ] Less than half-time

4-4 What was your tuition cost (tuition, books, fees and equipment) for your most recent enrollment period? (disregarding any payments from VA) $__________
(per period)

4-5 Please give us your best estimate of all other educational expenses (meals, lodging, transportation, etc.), not included above, during your most recent enrollment period. (disregarding any payments from VA) $__________
(per period)

5. When did you begin this NON-DEGREE college training under the GI Bill? _____ _____
month year

6. What is your present NON-DEGREE college training status? (CHECK ONE)

A [ ] Currently in-training
B [ ] Currently between enrollment periods - (with definite intentions of re-entering during the next period)
C [ ] Successfully completed training
D [ ] Discontinued training

7. Prior to entering this NON-DEGREE college training, did you receive any encouragement, help or advice in deciding what course of study to pursue?

A [ ] Yes, from: (CHECK ONE OR MORE)

  B [ ] The VA or VA counselors
  C [ ] The school or its representatives
  D [ ] Friends or relatives
  E [ ] Other (specify) ____________________

F [ ] No help, advice or encouragement received

8. Did the training establishment inform you of any pre-enrollment educational or work experience requirements for this training, before you enrolled?

A ☐ Yes (please explain these requirements) ________
____
____

B ☐ No

9. Were you required by the educational institution to take any tests or answer any questions about your previous training or work experience in this training field, prior to your enrollment?

A ☐ Yes, I was tested.
B ☐ Yes, I was questioned or interviewed.
C ☐ No

10. What was your primary reason for selecting this school? (CHECK ONE)

A ☐ Geographical location
B ☐ Reputation of the school
C ☐ Financial considerations
D ☐ Offered what I was interested in
E ☐ Only school available
F ☐ Recommended by others
G ☐ Other (specify) ________________________

____

11. Was the field of study you identified in question 3 your first choice?

A ☐ Yes
B ☐ No, my first choice was: ____________________
and I didn't take my first choice because: (CHECK OR MORE)

C ☐ It wasn't available in my area.
D ☐ It was too expensive.
E ☐ It couldn't meet the entrance requirements.
F ☐ Training was offered at inconvenient times.
G ☐ Limited job opportunities in that field.

12. Did you request and receive any counseling, advice, or information from VA prior to entering the NON-DEGREE training? (CHECK ONE OR MORE)

A ☐ Yes, I was tested or counseled by VA about my aptitudes or training plans.
B ☐ Yes, I received information or advice about my training and benefits from VA.
C ☐ No, I requested help from VA but did not receive any.
D ☐ No, I was aware of, but did not request, VA guidance.
E ☐ No, I was not aware that VA guidance was available. (ANSWER BELOW)

--Would you have requested VA guidance if you had been aware of it?

F ☐ Yes
G ☐ No

13. If you received any guidance from VA prior to entering training, how useful was it to you? (CHECK ONE)

A ☐ DOES NOT APPLY - I did not receive any guidance from VA.
B ☐ Extremely useful
C ☐ Moderately useful
D ☐ Of little use
E ☐ Of no use

14. Do you believe that VA should require that all veterans be tested or counseled about their training plans prior to their undertaking NON-DEGREE training?

A ☐ Yes
B ☐ No

15. Were you aware that the VA has a program under which a veteran student can receive additional money to hire a tutor to assist him with a required course(s) in which he is having difficulty?

A ☐ Yes
B ☐ No

16. Did you ever apply for and receive additional money from VA to provide for tutorial assistance in subject(s) in which you experienced academic difficulties? (CHECK ONE)

A [ ] DOES NOT APPLY - I didn't have any academic difficulties.
B [ ] Yes, and I passed the subject(s).
C [ ] Yes, but I did not pass the subject(s).
D [ ] I applied for, but did not receive, VA tutorial assistance.
E [ ] No, I was aware of this assistance but did not apply for it.
F [ ] No, I was not aware that this assistance was available. (ANSWER BELOW)

--Would you have requested VA tutorial assistance if you had been aware of it?

G [ ] Yes
H [ ] No

17. What was your PRIMARY objective when you began this NON-DEGREE training? (CHECK ONE)
A [ ] To earn a degree or diploma (specify) ________
B [ ] to earn a certificate or license (specify) ________________
C [ ] To better my employment opportunities
D [ ] To qualify for a higher education (Doctorate, etc.)
E [ ] Other (specify) ______________________________

18. Have you attained your primary objective?

A [ ] DOES NOT APPLY - I am still in-training.
B [ ] Yes
C [ ] No

19. How would you rate the usefulness of your training with regard to your training objective or career plan? (CHECK ONE)

A [ ] Extremely useful
B [ ] Moderately useful
C [ ] Of little use
D [ ] Of no use

20. How did you receive your payments from VA for this training?

A [ ] Monthly checks - the approximate amount of my most recent check was: $____________________

B [ ] Lump-sum payment - the approximate amount of my most recent check was: $ ______________.

21. Please indicate the extent to which VA payments cover your total education expenses (including meals, lodging, transportation, etc.) (CHECK ONE)

A [ ] My VA payments approximately matched my educational expenses.

B [ ] My educational expenses exceeded my VA payments - (by about $______ in my most recent enrollment period).

C [ ] My VA payments exceeded my educational expenses- (by about $__________ in my most recent enrollment period).

22. Have you experienced any of the following problems in connection with your VA educational assistance payments? (CHECK ONE OR MORE)

A [ ] Delays in receiving checks from VA.
B [ ] Incorrect amounts on VA checks.
C [ ] Failure to receive checks from VA.
D [ ] Other ______________________________________

____

E [ ] No problems

23. If you did experience any of the problems cited in question 22, did they in any way affect your continuing or completing your training? (CHECK ONE)

A [ ] DOES NOT APPLY, I did not experience any problems.
B [ ] Yes (please explain) ______________________

____

C [ ] No

24. Have you received VA benefits for the entire period of your NON-DEGREE training?

A [ ] Yes
B [ ] No, I did not receive VA benefits for about ________ months of this training because: (CHECK ONE)

C [ ] I used up all my educational entitlement.
D [ ] I was not aware VA benefits were available at first.
E [ ] Other reason (specify) ________________

____

25. To remain in training, did you (or your spouse) have to work to supplement the assistance received from VA? (CHECK ONE)

A [ ] Yes, I worked full-time (35 or more hours per-week
B [ ] Yes, I worked part-time (less than 35 hours per week).
C [ ] Yes, my spouse worked full-time.
D [ ] Yes, my spouse worked part-time.
E [ ] Yes, both my spouse and I had to work to supplement the VA assistance payments.
F [ ] No, neither my spouse nor I had to work.

26. In addition to the VA assistance payments and any income from employment, did you receive any other non-VA assistance to help cover your education expenses? (CHECK ONE MORE)

A [ ] Yes, I received a ______________________________
(grant, loan, scholarship, etc.)
in the amount of $____________ per
______________________________ from
(quarter, semester, year, etc.)

______________.
(specify source)

B [ ] Yes, I received financial assistance totaling about $______________ from
______________________________________.
(parents, other relatives, friends, etc.)

C [ ] No

27. Is there any aspect of your NON-DEGREE training about which you believe you were misinformed or misled?

A [ ] Yes, I believe I was misinformed or misled. (indicate by whom and explain)

B [ ] The school
C [ ] VA
D [ ] Others (specify) ______________________
____

E [ ] Explain ______________________________
____

F [ ] No, I do not believe I was misformed or misled.

28. Please give your overall impression of the assistance that VA provided you before or during your NON-DEGREE training: (CHECK ONE)

A [ ] Excellent
B [ ] Good
C [ ] Fair
D [ ] Poor

29. How would you rate the NON-DEGREE training you received under the GI Bill? (CHECK ONE)

A [ ] Excellent
B [ ] Good
C [ ] Fair
D [ ] Poor

30. If the G.I. Bill had not been available to you, would you still have entered this NON-DEGREE training?

A [ ] Yes
B [ ] No

31. What do you believe VA could do, or could have done, to better assist you? ______________________________

____

____

____

32. Please indicate the highest level of education you have attained at this time. (CHECK ONE)

A [ ] 8th grade or less
B [ ] Some High School - Did not gratuate
C [ ] Completed High School or G.E.D.
D [ ] Completed High School and afterwards completed additional job training (specify)______________
E [ ] Some College - But no degree
F [ ] Bachelor's Degree (specify major)______________
G [ ] Graduate work beyond Bachelor's Degree
H [ ] Professional degree, requiring at least 6 years of academic work (specify)______________
I [ ] Masters degree (specify major field)______________
J [ ] Doctorate Degree (specify major) ______________

IF YOU ARE PRESENTLY IN TRAINING OR BETWEEN ENROLLMENT PERIODS--STOP HERE!

If you have COMPLETED or DISCONTINUED this training please answer the following questions.

33. What is the approximate date when you completed or discontinued your NON-DEGREE training? ________ ________
month year

34. Did you get a job upon completion or discontinuance of your NON-DEGREE training? (CHECK ONE)

A ☐ DOES NOT APPLY - I was already employed.
B ☐ Yes, and it was related to my training
C ☐ Yes, but it was not related to my training.
D ☐ No, I did not get a job.

35. If you got a job after completion or discontinuance of your training, how long did it take you to get that job? (CHECK ONE)

A ☐ DOES NOT APPLY - I was already employed.
B ☐ DOES NOT APPLY - I did not get a job.
C ☐ I got the job within the first month.
D ☐ ________. months

36. Which of the following helped you the most in obtaining this job? (CHECK ONE)

A ☐ DOES NOT APPLY - I was already employed.
B ☐ DOES NOT APPLY - I did not get a job.
C ☐ No one, I applied directly to the employer.
D ☐ The School Placement Office
E ☐ VA
F ☐ Other (specify) ________________________________
____

37. What was the main reason you did not get a job upon completion or discontinuance of your Non-Degree training? (CHECK ONE)

A ☐ DOES NOT APPLY - I was already employed.
B ☐ DOES NOT APPLY - I did get a job.
C ☐ I never applied for a job.
D ☐ Employers wanted people with more experience.
E ☐ Employers wanted people with more education.
F ☐ There were no jobs available.
G ☐ Other (specify) ______________________________

____

38. Was there any follow-up by the school, VA, or others to determine whether you were successful in obtaining a job? (CHECK ONE OR MORE)

A ☐ Yes, follow-up by the school
B ☐ Yes, follow-up by VA
C ☐ Yes, follow-up by others (specify) __________

____

D ☐ No follow-up

39. Do you believe that follow-up contact by the VA would have been of assistance to you upon completion or discontinuance of your NON-DEGREE training?

A ☐ Yes (explain) ______________________________

____

B ☐ No

40. Does the school you attended offer job placement services or assistance?

A ☐ Yes
B ☐ No

41. Have you made use of available placement services or assistance?

A [ ] DOES NOT APPLY - Placement services aren't available.
B [ ] Yes, I have used these services and I would rate them as: (CHECK ONE)
    C [ ] Extremely useful
    D [ ] Moderately useful
    E [ ] Of little use
    F [ ] Of no use

G [ ] No, I have not used these placement services.

42. Which of the following best describes your current employment status? (CHECK ONE)

A [ ] Working full-time (35 hours or more per week)
B [ ] Working part-time (less than 35 hours per week)
C [ ] Not working

43. If you are currently working, please indicate your annual gross income from your current job: (CHECK ONE)

A [ ] DOES NOT APPLY - I am not working.
B [ ] My annual gross income is $_________ (best estimate)

44. How does your present job relate to the NON-DEGREE training you received? (CHECK ONE)

A [ ] DOES NOT APPLY - I am not working.
B [ ] I am currently employed in the type of work for which I was trained.
C [ ] My job is not related to my training, but I am making substantial use of the skills I learned during my NON-DEGREE training.
D [ ] My job does not relate to the training I received.

45. Which of the following best describes why you are not working at this time? (CHECK ONE)

A [ ] DOES NOT APPLY - I am working.
B [ ] I am in school or training.
C [ ] I am injured, sick or handicapped.
D [ ] The available jobs are not what I am looking for.
E [ ] The available jobs do not pay enough.
F [ ] There are no jobs available.
G [ ] I was laid-off temporarily but expect to return to work soon.
H [ ] I am not interested in working at this time.
I [ ] Other reasons (specify) ____________________

____

46. If you had been informed of limited job opportunties for your field of study, prior to entering NON-DEGREE training, how would this knowledge have influenced your decision to enroll in this field of study? (CHECK ONE)

A [ ] I would have enrolled in the same field of study.
B [ ] I would have enrolled in a different field of study.
C [ ] I would have considered a different type of training.
D [ ] I would not have enrolled in any education or training.

47. If you had been informed that pre-admission tests had shown a low aptitude or understanding for the type training you wanted, would you still have attempted to enroll in the same course of study?

A [ ] Yes, because ____________________________

____

B [ ] No

48. What was your primary reason for not completing your NON-DEGREE training? (CHECK ONE)

A [ ] DOES NOT APPLY - I have completed my NON-DEGREE training.
B [ ] I could not devote enough time to my studies.
C [ ] The courses were too difficult.
D [ ] My VA benefits were exhausted.
E [ ] Financial problems - VA assistance payments did not cover expenses.
F [ ] Other financial problems.
G [ ] Other reasons (specify) ____________________

____

49. If you have discontinued your training, do you intend to resume it in the near future?

A [ ] DOES NOT APPLY - I completed my training.
B [ ] Yes
C [ ] No, because ____________________

____

ADDITIONAL COMMENTS

94th Congress }
2d Session }

SENATE COMMITTEE PRINT NO. 59

DATA ON VIETNAM ERA VETERANS

A REPORT

PREPARED BY THE

VETERANS' ADMINISTRATION

SUBMITTED TO THE

COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE
VANCE HARTKE, *Chairman*

OCTOBER 15, 1976

Printed for the use of the Committee on Veterans' Affairs

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The Vietnam era was ended by a Presidential Proclamation dated May 7, 1975. This proclamation fixed the period of Vietnam era qualifying service as that beginning on August 5, 1964 and ending on May 7, 1975. Benefits affected by the proclamation are primarily those under Veterans Administration pension and burial programs.

THE WHITE HOUSE

FIXING TERMINAL DATE RESPECTING SERVICE IN THE ARMED FORCES ENTITLING PERSONS TO CERTAIN VETERANS BENEFITS

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

The Congress has provided that entitlement to certain veterans benefits be limited to persons serving in the Armed Forces during the period, beginning August 5, 1964, referred to as the Vietnam era. The President is authorized to determine the last day on which a person must have entered the active military, naval, or air service of the United States in order for such service to qualify as service during that period.

The signing of the cease-fire agreements and implementing protocols on January 27, 1973, between the United States of America and the Republic of Vietnam, on the one hand, and the Democratic Republic of Vietnam and the Provisional Revolutionary Government of the Republic of South Vietnam on the other hand, has terminated active participation by the Armed Forces of the United States in the Vietnam conflict.

NOW, THEREFORE, I, GERALD R. FORD, President of the United States of America, by virtue of the authority vested in me by Section 101(29) of Title 38 of the United States Code, do hereby proclaim, for the purposes of said Section 101(29), that May 7, 1975, is designated as the last day of the "Vietnam era."

IN WITNESS WHEREOF, I have hereunto set my hand this seventh day of May in the year of our Lord nineteen hundred seventy-five, and of the Independence of the United States of America the one hundred ninety-ninth.

GERALD R. FORD

DATA ON VIETNAM ERA VETERANS

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Reports and Statistics Service
Office of the Controller
Veterans Administration
Washington, D. C. 20420

ESTIMATED NUMBER OF VIETNAM ERA VETERANS IN CIVIL LIFE

(thousands)

End of Month	Total	With Service in Korean Conflict	With No Service in Korean Conflict
1964 September	98	6	92
December	212	9	203
1965 June	456	22	434
December	700	46	654
1966 June	962	78	884
December	1,242	108	1,134
1967 June	1,493	123	1,370
December	1,848	137	1,711
1968 June	2,234	159	2,075
December	2,760	196	2,564
1969 June	3,169	213	2,956
December	3,679	240	3,439
1970 June	4,173	255	3,918
December	4,642	280	4,362
1971 June	5,138	301	4,837
December	5,597	334	5,263
1972 June	5,976	350	5,626
December	6,268	381	5,887
1973 June	6,557	406	6,151
December	6,826	435	6,391
1974 June	7,088	460	6,628
December	7,382	488	6,894
1975 June	7,597	503	7,094
December	7,875	516	7,359
1976 June	8,070	517	7,553

SOURCE: Semi-Annual reports of VETERAN POPULATION - BY AGE, REGIONAL OFFICE, PERIOD OF SERVICE AND STATE OF RESIDENCE, Research Division, Reports and Statistics Service, Office of Controller, Veterans Administration, Washington, D. C.

Comment: The Vietnam era veteran population, which had been increasing at a peak average rate of 84,000 per month during fiscal year 1970, increased during fiscal year 1976 at an average rate of 39,000 per month.

ESTIMATED NUMBER OF VETERANS IN CIVIL LIFE AT STATED INTERVALS AFTER BEGINNING DATES OF WORLD WAR II, KOREAN CONFLICT AND VIETNAM ERA

(thousands)

Interval	World War II Beginning date, Sept. 16, 1940	Korean Conflict Beginning date, June 27, 1950	Vietnam Era Beginning dates, August 4, 1964
End of:			
First year	95 a/	211	500
Second year	289 a/	867 c/	1,010 d/
Third year	858 a/	1,955	1,545
Fourth year	1,601 a/ b/	2,912	2,300
Fifth year	3,628	3,999	3,244
Sixth year	13,373	4,686	4,243
Seventh year	14,555	5,105	5,220
Eighth year	14,973	5,353	6,029
Ninth year	15,252	5,448	6,605
Tenth year	15,404	5,482	7,133
Eleventh year	15,257	5,531	7,635
Twelfth year	15,412	5,586	8,070 a/

a/ As of June 30.
b/ Servicemen's Readjustment Act of 1944 was approved June 22, 1944.
c/ Veterans Readjustment Assistance Act of 1952 was approved July 16, 1952.
d/ Veterans Readjustment Benefits Act of 1966 was approved March 3, 1966.

Comment: After World War II hostilities ended, more than 10,000,000 men were demobilized within one year. Discharges of Korean Conflict and Vietnam era veterans have been spread over a much longer period and at a considerably more steady rate.

ESTIMATED AGE OF VIETNAM ERA VETERANS IN CIVIL LIFE

June 30, 1976
(thousands)

Age	Total	With Service in Korean Conflict	With No Service in Korean Conflict
All Ages	8,070	517	7,553
Under 20 years	61	-	61
20 - 24 years	970	-	970
25 - 29 years	3,190	-	3,190
30 - 34 years	2,704	-	2,704
35 - 39 years	565	11	554
40 - 44 years	191	134	57
45 - 49 years	189	178	11
50 - 54 years	103	99	4
55 - 59 years	67	65	2
60 - 64 years	25	25	a/
65 - 69 years	5	5	a/
70 - 74 years	a/	a/	-
Average Age	30.3 years	48.7 years	29.0 years

a/ Less than 0.5 (thousands).

SOURCE: VETERAN POPULATION - June 1976, BY AGE, REGIONAL OFFICE, PERIOD OF SERVICE AND STATE OF RESIDENCE, Research Division, Reports and Statistics Service, Office of Controller, Veterans Administration, Washington, D.C.

ESTIMATED AGE DISTRIBUTION OF WORLD WAR II VETERANS AND KOREAN CONFLICT VETERANS AT THE END OF THOSE WARS COMPARED WITH THE AGE DISTRIBUTION OF VIETNAM ERA VETERANS ON JUNE 30, 1975

(thousands)

Age	World War II June 30, 1947 [a]		Korean Conflict December 31, 1954 [b]		Vietnam Era June 30, 1975 [c]	
	Number	Percent	Number	Percent	Number	Percent
All Ages	14,361	100.0	3,424	100.0	7,597	100.0
Under 20 years	43	.3	40	1.2	57	.7
20 - 24 years	3,971	27.7	1,521	44.4	1,013	13.3
25 - 29 years	4,771	33.2	1,294	37.8	3,503	46.1
30 - 34 years	2,841	19.7	324	9.5	2,137	28.1
35 - 39 years	1,575	11.0	141	4.1	360	4.7
40 - 44 years	757	5.3	61	1.8	181	2.4
45 - 49 years	312	2.2	25	.7	169	2.2
50 - 54 years	67	.5	11	.3	96	1.3
55 - 59 years	14	.1	5	.1	57	.8
60 - 64 years	6	[e]	2	.1	20	.3
65 yrs. & over	4	[e]	[d]	[e]	4	.1
Average Age	29.1 yrs.	-	26.6 yrs.	-	29.6 yrs.	-

[a] World War II actually ended on July 25, 1947.
[b] Korean Conflict actually ended on January 31, 1955.
[c] Service between August 4, 1964 and May 8, 1975.
[d] Less than .5 (thousands).
[e] Less than .05 (percent).

ESTIMATED NUMBER OF VIETNAM ERA VETERANS IN CIVIL LIFE, BY STATE
June 30, 1976

(thousands)

State	No.	State	No.	State	No.
Total	8,070	Iowa	103	Ohio	411
		Kansas	84	Oklahoma	114
Outside U.S.	91	Kentucky	109	Oregon	105
		Louisiana	119	Pennsylvania	446
United States	7,979	Maine	38	Rhode Island	41
Alabama	114	Maryland	176	South Carolina	100
Alaska	15	Massachusetts	232	South Dakota	18
Arizona	86	Michigan	335	Tennessee	150
Arkansas	68	Minnesota	170	Texas	457
California	914	Mississippi	58	Utah	50
Colorado	112	Missouri	185	Vermont	19
Connecticut	119	Montana	29	Virginia	193
Delaware	24	Nebraska	56	Washington	182
Dist.of Columbia	23	Nevada	26	West Virginia	57
Florida	298	New Hampshire	36	Wisconsin	166
Georgia	194	New Jersey	265	Wyoming	13
Hawaii	32	New Mexico	38		
Idaho	29	New York	572		
Illinois	395	North Carolina	178		
Indiana	208	North Dakota	17		

SOURCE: Veteran Population - June 1976, By Age, Regional Office, Period of Service and State of Residence; Research Division, Reports and Statistics Service, Office of Controller, Veterans Administration, Washington, D.C.

ESTIMATED NUMBER OF VIETNAM ERA VETERANS WITH SERVICE IN VIETNAM, BY STATE OF RESIDENCE AT DATE OF ENTRY INTO MILITARY SERVICE

June 30, 1976

(thousands)

State	No.	State	No.	State	No.
Total	2,679	Iowa	39	Ohio	143
		Kansas	32	Oklahoma	44
Outside U.S.	25	Kentucky	42	Oregon	36
		Louisiana	50	Pennsylvania	156
United States	2,654	Maine	16	Rhode Island	11
Alabama	49	Maryland	45	South Carolina	39
Alaska	3	Massachusetts	66	South Dakota	11
Arizona	29	Michigan	120	Tennessee	56
Arkansas	27	Minnesota	53	Texas	155
California	276	Mississippi	20	Utah	14
Colorado	35	Missouri	67	Vermont	5
Connecticut	30	Montana	10	Virginia	59
Delaware	6	Nebraska	20	Washington	52
Dist. of Columbia	8	Nevada	6	West Virginia	30
Florida	78	New Hampshire	11	Wisconsin	62
Georgia	57	New Jersey	68	Wyoming	6
Hawaii	15	New Mexico	16		
Idaho	13	New York	180		
Illinois	141	North Carolina	67		
Indiana	68	North Dakota	12		

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of the Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

All Ages

Fiscal Year	Net Separations	Years of School Completed					Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
		8 yrs. or less	1-3 Yrs.	4 Yrs.	1-3 Yrs.	4 years or more	
		Number in Thousands					
1965	456.0	28.3	101.5	251.3	45.5	29.4	12.4
1966	507.0	21.8	91.1	301.5	55.1	37.5	12.5
1967	533.0	19.5	105.4	318.8	55.0	34.3	12.4
1968	745.0	24.1	126.3	460.5	91.9	42.2	12.5
1969	940.0	29.9	140.9	567.6	138.2	63.4	12.5
1970	1012.0	34.8	164.6	575.5	151.2	85.9	12.5
1971	975.0	29.5	153.3	541.5	155.0	95.7	12.6
1972	850.0	23.0	131.7	462.4	125.4	107.5	12.6
1973	594.0	13.4	85.5	346.8	80.5	67.8	12.6
1974	547.0	11.9	90.9	323.4	60.8	60.0	12.5
1975a/	523.0	10.3	99.7	313.3	55.9	43.8	12.5
1976b/	489.0	7.7	95.0	303.8	47.7	34.8	12.5
1965-76b/, c/	8171.0	254.2	1385.9	4766.4	1062.2	702.3	12.5
		Percent d/					
1965	100.0	6.2	22.3	55.1	10.0	6.4	
1966	100.0	4.3	17.9	59.5	10.9	7.4	
1967	100.0	3.7	19.8	59.8	10.3	6.4	
1968	100.0	3.2	17.0	61.8	12.3	5.7	
1969	100.0	3.2	15.0	60.4	14.7	6.7	
1970	100.0	3.4	16.3	56.9	14.9	8.5	
1971	100.0	3.0	15.7	55.6	15.9	9.8	
1972	100.0	2.7	15.5	54.4	14.8	12.6	
1973	100.0	2.3	14.4	58.3	13.6	11.4	
1974	100.0	2.2	16.6	59.1	11.1	11.0	
1975a/	100.0	2.0	19.1	59.8	10.7	8.4	
1976b/	100.0	1.6	19.4	62.1	9.6	7.1	
1965-76b/	100.0	3.1	17.0	58.3	13.0	8.6	

a/ Revised.

b/ Preliminary.

c/ The number of Vietnam era veterans separated between August 4, 1964 and June 30, 1976 differs from the number of veterans in civil life on June 30, 1976 shown elsewhere because 101,000 have died since returning to civil life.

d/ The percentages for "Less than 4 years of high school" in this table differ from the percentage of educationally disadvantaged obtained from the VADS file at VADPC Austin, Texas, as of 6/30/76 because former servicemen who served on active duty less than six months or whose discharges were characterized as "other than honorable" are excluded from the VADS file.

EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

Under 20 Years of Age

Fiscal Year	Net Separations	8 yrs. or less	Years of School Completed				Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
			1-3 yrs.	4 yrs.	1-3 yrs.	4 years or more	
			Number in Thousands				
1965	37.6	5.8	18.7	12.9	0.2	-	11.1
1966	31.6	2.9	14.3	13.7	0.7	-	11.7
1967	32.6	2.5	14.8	14.2	1.1	-	11.8
1968	26.4	1.8	10.9	12.7	0.9	0.1	12.0
1969	36.5	2.2	14.8	19.0	0.5	-	12.1
1970	57.4	5.2	27.7	23.1	1.3	0.1	11.5
1971	74.7	6.5	39.6	27.7	0.6	0.3	11.3
1972	83.3	6.4	41.6	34.0	1.2	0.1	11.5
1973	49.3	3.2	23.3	22.2	0.4	0.2	11.8
1974	66.6	3.3	34.4	28.3	0.5	0.1	11.6
1975 a/	72.0	3.0	37.6	30.9	0.5	-	11.6
1976 b/	63.7	1.6	32.5	29.5	0.1	-	11.8
1965-76 b/	631.7	44.4	310.2	268.2	8.0	0.9	11.6
			Percent				
1965	100.0	15.5	49.7	34.2	0.6	-	
1966	100.0	9.3	45.2	43.3	2.2	-	
1967	100.0	7.5	45.6	43.5	3.4	-	
1968	100.0	6.8	41.5	47.8	3.4	0.5	
1969	100.0	6.0	40.4	52.1	1.5	-	
1970	100.0	9.1	48.1	40.3	2.3	0.2	
1971	100.0	8.7	53.0	37.1	0.9	0.3	
1972	100.0	7.7	49.9	40.9	1.4	0.1	
1973	100.0	6.4	47.3	45.1	0.9	0.3	
1974	100.0	5.0	51.5	42.5	0.8	0.2	
1975 a/	100.0	4.2	52.2	43.0	0.6	-	
1976 b/	100.0	2.4	51.1	46.3	0.2	-	
1965-76 b/	100.0	7.0	49.1	42.5	1.3	0.1	

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

20-24 Years of Age

Fiscal Year	Net Separations	Years of School Completed					Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
		8 yrs. or less	1-3 yrs.	4 yrs.	1-3 yrs.	4 years or more	
				Number in Thousands			
1965	278.7	13.2	63.9	172.3	22.4	6.9	12.4
1966	322.7	12.0	58.3	211.4	32.3	8.7	12.4
1967	379.9	13.2	76.4	246.5	34.1	9.7	12.4
1968	554.7	18.2	99.2	362.9	65.7	8.7	12.4
1969	690.9	19.2	105.2	447.7	104.5	14.3	12.5
1970	734.7	21.7	119.0	458.2	113.9	21.5	12.5
1971	701.8	19.4	101.4	424.7	122.9	33.4	12.5
1972	578.7	13.9	78.7	354.2	95.5	36.4	12.5
1973	356.0	6.4	52.0	231.7	50.9	15.0	12.5
1974	301.1	4.8	46.4	203.6	35.5	10.8	12.5
1975 a/	285.8	3.6	48.4	194.2	31.7	7.9	12.5
1976 b/	279.5	3.5	51.3	195.3	26.3	3.1	12.4
1965-76 b/	5464.5	149.1	900.2	3503.1	735.7	176.4	12.5
				Percent			
1965	100.0	4.7	22.9	61.8	8.1	2.5	
1966	100.0	3.7	18.1	65.5	10.0	2.7	
1967	100.0	3.5	20.1	64.8	9.0	2.6	
1968	100.0	3.3	17.9	65.4	11.8	1.6	
1969	100.0	2.8	15.2	64.8	15.1	2.1	
1970	100.0	3.0	16.2	62.4	15.5	2.9	
1971	100.0	2.8	14.4	60.5	17.5	4.8	
1972	100.0	2.4	13.6	61.2	16.5	6.3	
1973	100.0	1.8	14.6	65.1	14.3	4.2	
1974	100.0	1.6	15.4	67.6	11.8	3.6	
1975 a/	100.0	1.3	16.9	67.9	11.1	2.8	
1976 b/	100.0	1.3	18.4	69.8	9.4	1.1	
1965-76 b/	100.0	2.7	16.5	64.1	13.5	3.2	

a/ Revised.

b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

25-29 Years of Age

Fiscal Year	Net Separations	Years of School Completed					Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
		8 yrs. or less	1-3 yrs.	4 yrs.	1-3 yrs.	4 years or more	
			Number in Thousands				
1965	100.5	4.8	12.2	48.4	17.5	17.6	12.7
1966	99.5	3.1	10.4	51.0	12.9	22.1	12.7
1967	73.3	2.0	8.9	31.8	12.9	17.7	12.8
1968	98.7	1.7	11.0	44.8	16.1	25.1	12.8
1969	137.1	6.1	15.1	54.7	25.0	36.2	12.9
1970	140.4	4.9	12.1	49.8	24.9	48.7	13.4
1971	119.0	2.0	8.5	36.8	20.7	51.0	14.8
1972	109.1	1.4	6.8	25.7	18.8	56.4	16.0
1973	93.0	1.7	6.0	30.2	17.7	37.4	14.5
1974	90.1	1.4	5.1	34.9	13.5	35.2	13.8
1975 a/	81.3	2.0	8.8	33.0	13.4	24.1	12.9
1976 b/	74.3	1.2	7.2	34.7	12.1	19.1	12.8
1965-76 b/	1216.3	32.3	112.1	475.8	205.5	390.6	13.0
			Percent				
1965	100.0	4.7	12.2	48.2	17.4	17.5	
1966	100.0	3.1	10.4	51.4	12.9	22.2	
1967	100.0	2.8	12.1	43.2	17.7	24.2	
1968	100.0	1.7	11.1	45.4	16.3	25.5	
1969	100.0	4.4	11.0	40.0	18.2	26.4	
1970	100.0	3.5	8.7	35.4	17.7	34.7	
1971	100.0	1.7	7.1	30.9	17.4	42.9	
1972	100.0	1.3	6.2	23.6	17.2	51.7	
1973	100.0	1.8	6.4	32.5	19.0	40.3	
1974	100.0	1.6	5.7	38.7	15.0	39.0	
1975 a/	100.0	2.5	10.9	40.5	16.5	29.6	
1976 b/	100.0	1.7	9.7	46.7	16.3	25.6	
1965-76 b/	100.0	2.7	9.2	39.1	16.9	32.1	

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

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EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

30-34 Years of Age

Fiscal Year	Net Separations	Years of School Completed					Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
		8 yrs. or less	1-3 Yrs.	4 Yrs.	1-3 Yrs.	4 years or more	
			Number in Thousands				
1965	5.4	0.4	1.1	2.4	0.4	1.1	12.5
1966	6.1	0.5	1.1	2.3	0.7	1.5	12.7
1967	7.8	-	1.1	4.2	0.4	2.1	12.7
1968	13.0	-	1.2	6.3	1.5	4.0	12.8
1969	16.7	0.3	1.1	8.7	1.7	4.9	12.8
1970	13.6	0.5	1.9	4.5	1.7	5.0	13.0
1971	13.5	0.3	0.8	6.8	1.3	4.3	12.8
1972	12.6	0.2	1.0	5.3	1.8	4.3	12.9
1973	17.5	0.8	1.0	8.6	1.5	5.6	12.8
1974	18.6	0.6	1.0	10.1	1.8	5.1	12.8
1975a/	17.9	0.5	1.5	8.9	2.3	4.7	12.8
1976b/	17.8	0.4	1.5	8.5	2.7	4.7	12.8
1965-76b/	160.5	4.5	14.3	76.6	17.8	47.3	12.8
			Percent				
1965	100.0	8.0	20.0	44.0	8.0	20.0	
1966	100.0	7.7	17.3	38.5	11.5	25.0	
1967	100.0	-	14.0	54.4	5.3	26.3	
1968	100.0	-	8.9	48.5	11.9	30.7	
1969	100.0	2.0	6.5	51.9	10.4	29.2	
1970	100.0	3.5	14.0	33.3	12.3	36.9	
1971	100.0	1.9	5.7	50.9	9.4	32.1	
1972	100.0	1.7	7.6	42.4	14.4	33.9	
1973	100.0	4.7	5.5	49.6	8.5	31.7	
1974	100.0	3.2	5.4	54.3	9.7	27.4	
1975a/	100.0	2.8	8.5	49.7	12.8	26.2	
1976b/	100.0	2.2	8.4	48.0	15.1	26.3	
1965-76b/	100.0	2.8	8.9	47.7	11.1	29.5	

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT OF VIETNAM ERA VETERANS AT TIME OF SEPARATION, FISCAL YEARS 1965-76

35 Years of Age and Over

Fiscal Year	Net Separations	Years of School Completed					Median (Yrs.)
			HIGH SCHOOL		COLLEGE		
		8 yrs. or less	1-3 Yrs.	4 Yrs.	1-3 Yrs.	4 years or more	
			Number in Thousands				
1965	33.8	4.1	5.6	15.3	5.0	3.8	12.5
1966	47.1	3.3	7.0	23.1	8.5	5.2	12.6
1967	39.4	1.8	4.2	22.1	6.5	4.8	12.6
1968	52.2	2.4	4.0	33.8	7.7	4.3	12.6
1969	58.8	2.1	4.7	37.5	6.5	8.0	12.6
1970	65.9	2.5	3.9	39.5	9.4	10.6	12.7
1971	66.0	1.3	3.0	45.5	9.5	6.7	12.6
1972	66.3	1.1	3.6	43.2	8.1	10.3	12.6
1973	78.2	1.3	3.2	54.1	10.0	9.6	12.6
1974	70.6	1.8	4.0	46.5	9.5	8.8	12.6
1975a/	66.0	1.2	3.4	46.3	8.0	7.1	12.6
1976b/	53.7	1.0	2.5	35.8	6.5	7.9	12.7
1965-76b/	698.0	23.9	49.1	442.7	95.2	87.1	12.6
			Percent				
1965	100.0	12.1	16.6	45.4	14.7	11.2	
1966	100.0	7.0	14.8	49.1	18.1	11.0	
1967	100.0	4.5	10.7	56.1	16.6	12.1	
1968	100.0	4.7	7.7	64.7	14.8	8.1	
1969	100.0	3.5	7.9	63.8	11.1	13.7	
1970	100.0	3.8	6.0	59.8	14.3	16.1	
1971	100.0	1.9	4.6	68.9	14.4	10.2	
1972	100.0	1.6	5.5	65.2	12.2	15.5	
1973	100.0	1.7	4.1	69.2	12.7	12.3	
1974	100.0	2.5	5.7	65.8	13.5	12.5	
1975a/	100.0	1.9	5.2	70.0	12.1	10.8	
1976b/	100.0	1.8	4.6	66.7	12.1	14.8	
1965-76b/	100.0	3.4	7.0	63.5	13.6	12.5	

a/ Revised
b/ Preliminary

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT OF COMPARABLE AGE-GROUPS OF WORLD WAR II, KOREAN CONFLICT AND VIETNAM ERA VETERANS AT SEPARATION FROM THE ARMED FORCES

(Includes Vietnam Era veterans separated through June 30, 1976)

Period of service and age	Yrs. of school completed at separation-% of total					Median (Yrs.)
	8 years or less	HIGH SCHOOL		COLLEGE		
		1-3 Yrs.	4 years	1-3 Yrs.	4 years or more	
All Ages						
World War II a/	28.3	26.3	26.3	9.6	9.5	11.5
Korean Conflict	12.6	24.9	43.5	11.1	7.9	12.3
Vietnam Era	3.1	17.0	58.3	13.0	8.6	12.5
Under 20						
World War II a/	30.5	36.1	29.4	4.0	-	10.6
Korean Conflict	28.1	53.3	17.6	1.0	-	10.2
Vietnam Era	7.0	49.1	42.5	1.3	0.1	11.6
20-24 Years						
World War II a/	21.2	28.5	32.0	9.8	8.5	12.0
Korean Conflict	11.5	27.5	47.1	10.0	3.9	12.2
Vietnam Era	2.7	16.5	64.1	13.5	3.2	12.5
25-29 Years						
World War II a/	26.2	25.9	27.1	9.8	11.0	11.7
Korean Conflict	14.0	20.1	34.2	11.6	20.1	12.5
Vietnam Era	2.7	9.2	39.1	16.9	32.1	13.0
30-34 Years						
World War II a/	32.0	23.8	24.0	9.3	10.9	11.3
Korean Conflict	15.4	25.1	39.4	11.5	8.6	12.2
Vietnam Era	2.8	8.9	47.7	11.1	29.5	12.8
35 Years or Older						
World War II a/	44.8	22.5	15.3	9.7	7.7	9.7
Korean Conflict	13.4	17.1	43.8	15.4	10.3	12.4
Vietnam Era	3.4	7.0	63.5	13.6	12.5	12.6

a/ Data are based on educational level at separation of World War II enlisted men, adjusted to reflect estimated educational attainment of officers.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

EDUCATIONAL ATTAINMENT AT TIME OF SEPARATION FROM ARMED FORCES VIETNAM ERA VETERANS IN CIVIL LIFE

June 30, 1976

Years of school completed	Veterans Population (Thousands)	Percent a/
All levels completed	8,070	100.0
Less than high school graduate .	1,622	20.1
High school graduate	4,705	58.3
Some college	1,049	13.0
College graduate	694	8.6

a/ The percentages shown in the column "Less than high school graduate" in this table differ from the percentage of educationally disadvantaged obtained from the VADS file at VADPC Austin because former servicemen who served on active duty less than six months or whose discharges were characterized as "other than honorable" are excluded from the VADS file.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Report and Statistics Service, Office of Controller, Veterans Administration.

ESTIMATED NUMBER OF VIETNAM ERA VETERANS WITH SERVICE IN VIETNAM

June 30, 1976

Location of service	All Vietnam Era veterans (thousands)	Percent
Total	8,070	100.0
Service in Vietnam theatre	2,679	33.2
No service in Vietnam theatre ..	5,391	66.8

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

Comment: During the Korean conflict, 46.6 percent of the participants served in the Korean theatre of operations.

ESTIMATED LENGTH OF ACTIVE DUTY MILITARY SERVICE OF VIETNAM ERA VETERANS IN CIVIL LIFE

June 30, 1976

Months of service	Number (thousands)	Percent
All lengths of service	8,070	100.0
Under 3 months	338	4.2
3 - 5 months	203	2.5
6 - 11 months	256	3.2
12 - 17 months	305	3.8
18 - 23 months	1,112	13.8
24 - 35 months	2,062	25.6
36 - 47 months	1,645	20.3
48 or more	2,149	26.6
Median months of service	34.6	-

NOTE: Includes total service of veterans of the Vietnam era; months served prior to August 5, 1964 are included in the distribution above.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

ESTIMATED ARMED FORCES GROSS SEPARATIONS, BY BRANCH OF SERVICE AND RANK, FISCAL YEARS 1965-1976

(In thousands)

Rank	FISCAL YEAR											
	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975 a/	1976 b/
All Branches - Total ...	496	550	576	788	972	1,043	995	870	614	567	543	509
Officer	30	33	33	41	51	73	65	75	45	42	29	22
Enlisted	466	517	543	747	921	970	930	795	569	525	514	487
Army - Total	231	290	282	476	538	562	558	527	262	235	230	214
Officer	15	15	17	23	26	42	38	42	18	19	8	6
Enlisted	216	275	265	453	512	520	520	485	244	216	222	208
Navy - Total	120	115	138	141	180	214	185	141	147	132	131	126
Officer	5	6	6	9	9	12	11	9	9	8	6	5
Enlisted	115	109	132	132	171	202	174	132	138	124	125	121
Marine Corps - Total ...	35	31	46	67	85	125	106	75	59	60	62	65
Officer	1	2	1	1	2	3	3	4	3	1	2	1
Enlisted	34	29	45	66	83	122	103	71	56	59	60	64
Air Force - Total	104	109	104	101	165	134	139	120	137	133	111	96
Officer	9	9	8	8	14	15	13	19	15	13	13	10
Enlisted	95	100	96	93	151	119	126	101	122	120	98	86
Coast Guard - Total	6	5	6	3	4	8	7	7	9	7	9	8
Officer	-	1	1	-	-	1	-	1	*	1	*	*
Enlisted	6	4	5	3	4	7	7	6	9	6	9	8

* Less than 0.5 (thousands).
a/ Revised.
b/ Preliminary.

ESTIMATED GROSS SEPARATIONS FROM ARMED FORCES - VETERANS WITH SERVICE IN THE VIETNAM THEATER FISCAL YEARS 1965-76

(Number in thousands)

Fiscal Year	Estimated Gross Separations	Vietnam Theater Service	
		Number	Percent
1965	496	8	1.7
1966	550	48	8.7
1967	576	144	25.0
1968	788	321	40.7
1969	972	485	49.9
1970	1,043	560	53.6
1971	995	504	50.7
1972	870	300	34.5
1973	614	179	29.1
1974	567	135	23.8
1975 a/	543	86	15.8
1976 b/	509	57	11.2
1965-1976 b/	8,523	2,827	33.2

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

ESTIMATED ARMED FORCES GROSS SEPARATIONS, BY TYPE OF DISCHARGE, FISCAL YEARS 1965-1976

(In thousands)

Fiscal Year	Gross separations	Honorable				Other than honorable	Dishonorable
		Total	Disability	Hardship	Other		
1965	496	481	16	13	452	15	*
1966	550	536	28	10	498	14	*
1967	576	563	37	14	512	13	*
1968	788	771	27	14	730	17	*
1969	972	956	40	15	901	16	*
1970	1,043	1,018	43	15	960	25	*
1971	995	957	36	16	905	38	*
1972	870	822	29	13	780	48	*
1973	614	579	21	11	547	35	*
1974	567	540	12	7	521	27	*
1975 a/	543	511	10	4	497	32	*
1976 b/	509	475	5	5	465	34	*
1965-76 b/	8,523	8,209	304	137	7,768	314	NA

a/ Revised.
b/ Preliminary.
* Less than 0.5 (thousand).
NA Not Available

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

AVERAGE AGE IN YEAR SEPARATED FROM ARMED FORCES, VIETNAM ERA VETERANS (NO KOREAN CONFLICT SERVICE) BY YEAR OF SEPARATION

Fiscal Years 1965-1976

Fiscal Year	Average Age in Fiscal Year Separated
1965	22.9
1966	23.2
1967	23.0
1968	22.9
1969	23.0
1970	23.0
1971	22.9
1972	22.4
1973	23.0
1974	23.2
1975 a/	23.3
1976 b/	23.7
1965 - 1976 b/	23.0

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a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

ESTIMATED GROSS SEPARATIONS FROM ARMED FORCES, BY AGE AT TIME OF DISCHARGE, FISCAL YEARS 1965-1976

(In thousands)

Fiscal Year	Total	AGE								Median Age in Years
		Under 20 yrs	20-24 yrs.	25-29 yrs.	30-34 yrs.	35-39 yrs.	40-44 yrs.	45-49 yrs.	50 yrs. and Over	
1965	496	41	303	109	6	12	13	6	6	23.4
1966	550	34	346	107	10	16	20	11	6	23.5
1967	576	35	411	79	8	14	13	9	7	23.1
1968	788	29	578	107	14	27	15	10	8	23.2
1969	972	39	706	142	18	26	19	11	11	23.2
1970	1,043	58	753	146	16	21	27	14	8	23.1
1971	995	76	711	123	14	27	28	8	8	23.0
1972	870	85	593	112	13	22	25	10	10	22.9
1973	614	51	368	96	18	24	33	14	10	23.5
1974	567	60	314	95	20	28	32	11	7	23.6
1975a/	543	75	298	84	19	29	25	9	4	23.3
1976b/	509	66	291	77	19	23	20	9	4	23.2
1965-76b/	8,523	649	5,672	1,277	175	269	270	122	89	23.2

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

AVERAGE MONTHS OF SERVICE IN ARMED FORCES, VIETNAM ERA VETERANS (NO KOREAN CONFLICT SERVICE) BY YEAR OF SEPARATION

Fiscal Years 1965-1976

Fiscal Year	Average Months of Service
1965	35.7
1966	34.4
1967	36.5
1968	33.6
1969	33.1
1970	32.7
1971	31.2
1972	30.0
1973	32.6
1974	33.9
1975 a/	32.4
1976 b/	33.8
1965-1976 b/	33.0

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a/ Revised.

b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

NOTE: Includes all service since January 31, 1955.

ESTIMATED GROSS ARMED FORCES SEPARATIONS, BY LENGTH OF SERVICE, FISCAL YEARS 1965-1976

(In thousands)

Period	Total	Length of Service								Median Months of Service
		Under 3 mos.	3-5 mos.	6-11 mos.	12-17 mos.	18-23 mos.	24-35 mos.	36-47 mos.	48 mos. & over	
FY 1965	496	18	8	16	14	35	106	143	156	40.3
FY 1966	550	22	10	11	10	37	165	113	182	38.0
FY 1967	576	25	15	18	16	30	146	129	197	39.5
FY 1968	788	11	16	14	16	86	324	114	207	33.3
FY 1969	972	21	14	21	34	150	308	226	198	33.6
FY 1970	1,043	30	16	23	35	210	270	256	203	33.2
FY 1971	995	37	20	26	37	220	249	204	202	31.6
FY 1972	870	34	18	29	40	225	213	131	180	29.0
FY 1973	614	35	20	26	24	76	121	107	205	36.5
FY 1974	567	34	20	25	30	45	103	109	201	38.9
FY 1975 a/	543	47	30	29	32	32	100	99	174	36.2
FY 1976 b/	509	43	27	32	34	28	73	107	165	38.0
FY 1965-1976 b/	8,523	357	214	270	322	1,174	2,178	1,738	2,270	34.6

a/ Revised.
b/ Preliminary.

SOURCE: One Percent Sample of Armed Forces Separations maintained by Reports and Statistics Service, Office of Controller, Veterans Administration.

NUMBER OF CASUALTIES INCURRED BY U.S. MILITARY PERSONNEL IN CONNECTION WITH THE CONFLICT IN VIETNAM

Cumulative from January 1, 1961 through June 30, 1976

	Army	Navy a/	Marine Corps	Air Force	Total
A. CASUALTIES FROM ACTIONS BY HOSTILE FORCES					
1. Killed	25,341	1,097	11,490	504	38,432
2. Wounded or injured					
a. Died of wounds	3,521	146	1,454	48	5,169
b. Nonfatal wounds					
Hosp. care required	96,811	4,180	51,399	939	153,329
Hosp. care not required	104,725	5,898	37,234	2,518	150,375
3. Missing					
a. Died while missing	1,797	262	61	717	2,837
b. Return to control	54	5	2	35	96
c. Current missing c/	164	63	47	425	699
4. Captured or Interned					
a. Died while captured or interned	33	18	8	23	82
b. Returned to control	134	145	38	333	650
c. Current captured or interned c/	12	18	2	2	34
5. Deaths					
a. From aircraft accidents/incidents					
Fixed Wing	91	266	172	1,052	1,581
Helicopter	2,398	75	449	88	3,010
b. From ground action	28,203	1,182	12,392	152	41,929
TOTAL DEATHS b/	30,692	1,523	13,013	1,292	46,520
B. CASUALTIES NOT THE RESULT OF ACTIONS BY HOSTILE FORCES					
6. Current Missing c/	57	-	5	-	62
7. Deaths					
a. From aircraft accidents/incidents					
Fixed Wing	285	222	51	295	853
Helicopter	1,945	62	249	19	2,275
b. From other causes	4,962	626	1,384	289	7,261
TOTAL DEATHS	7,192	910	1,684	603	10,389

a/ Navy figures include a small number of Coast Guard casualties.

b/ Sum of 1, 2a, 3a and 4a.

c/ Technical status at time of ceasefire. Have not been released to U.S. control and are currently unaccounted for.

NOTE: Includes casualties incurred in the Mayaquez Incident.

Department of Defense
OASD(Comptroller)
Directorate for Information
Operations and Control

NUMBER OF CASUALTIES INCURRED BY U.S. MILITARY PERSONNEL IN CONNECTION WITH THE CONFLICT IN VIETNAM

Cumulative from January 1, 1961 through June 30, 1976

	1961-1967	1968	1969	1970	1971	1972 to date	Total
A. CASUALTIES RESULTING FROM ACTIONS BY HOSTILE FORCES							
1. Killed	12,914	12,622	8,106	3,479	1,084	227	38,432
2. Wounded or Injured							
a. Died or wounds ...	1,667	1,594	1,166	552	157	33	5,169
b. Nonfatal wounds...							
Hosp. care req...	52,986	46,796	32,940	15,211	4,767	629	153,329
Hosp. care not req.............	46,775	46,021	37,276	15,432	4,169	702	150,375
3. Missing							
a. Died while missing	1,430	372	136	188	139	572	2,837
b. Returned to control	45	21	7	1	8	14	96
c. Current missing b/	-	-	-	-	-	-	699
4. Captured or Interned							
a. Died while captured or interned	10	1	6	2	1	62	82
b. Returned to control	25	37	17	1	1	569	650
c. Current captured or interned b/	-	-	-	-	-	-	34
5. Deaths							
a. Aircraft accidents/incidents							
Fixed Wing	533	254	158	88	47	501	1,581
Helicopter	637	636	653	602	293	189	3,010
b. Ground action	14,851	13,699	8,603	3,531	1,041	204	41,929
TOTAL DEATHS a/	16,021	14,589	9,414	4,221	1,381	894	46,520
B. CASUALTIES NOT THE RESULT OF ACTIONS BY HOSTILE FORCES							
6. Current Missing b/ ..	-	-	-	-	-	-	62
7. Deaths							
a. Aircraft accidents/incidents							
Fixed Wing	378	120	106	118	32	99	853
Helicopter	632	360	461	426	228	168	2,275
b. Other causes	2,181	1,439	1,546	1,300	708	87	7,261
TOTAL DEATHS	3,191	1,919	2,113	1,844	968	354	10,389

a/ Sum of lines 1, 2a, 3a and 4a.

b/ Technical status at time of ceasefire. Have not been released to U. S. control and are currently unaccounted for.

Department of Defense OASD (Comptroller)
Directorate for Information Operations

EMPLOYMENT STATUS OF MALE NONINSTITUTIONAL VIETNAM ERA VETERANS IN THE UNITED STATES, AGED 20-34, SEASONALLY ADJUSTED

Employment Status	Average for the Period					
	Jan-Mar. 1975	Apr-June 1975	July-Sept 1975	Oct-Dec. 1975	Jan-Mar. 1976	Apr-June 1976
Civilian labor force in (000's)	5,965	6,040	6,108	6,202	6,221	6,316
Employed	5,433	5,456	5,522	5,575	5,745	5,837
Unemployed	532	585	586	627	476	479
Unemployment	8.9	9.7	9.6	10.1	7.7	7.6

SOURCE: Employment and Earnings, Vol. 23, No. 1 - July 1976, U. S. Department of Labor, Bureau of Labor Statistics.

UNEMPLOYMENT COMPENSATION FOR VIETNAM ERA VETERANS

(thousands)

Week Ended	Initial Claims	Insured unemployment a/
1976		
May 1	6.4	89.8
May 8	7.0	89.3
May 15	7.0	88.6
May 22	6.6	87.7
May 29	6.4	87.2
June 5	7.0	87.3
June 12	8.2	85.0
June 19	7.8	85.8
June 26	7.8	87.2
Comparable Weeks a Year Earlier		
1975		
May 3	6.9	93.8
May 10	7.0	92.9
May 17	6.9	93.3
May 24	6.4	87.3
May 31	5.5	93.5
June 7	8.1	91.0
June 14	9.0	92.9
June 21	8.7	94.0
June 28	7.4	86.2

a/ Receiving unemployment compensation exservicemen benefits.

SOURCE: Unemployment Insurance Claims, Vol. 31, No. 52, Office of Administration and Management, Employment and Training Administration, Department of Labor.

UNEMPLOYMENT COMPENSATION FOR VETERANS

INITIAL CLAIMS

Month	Year	World War II a/	Year	Korean Conflict	Year	Vietnam Era b/
December	1945	510,601	1953	32,900	1969	38,865
January	1946	924,501	1954	39,500	1970	44,478
December	1946	188,262	1954	41,566	1970	59,222
January	1947	218,419	1955	45,172	1971	55,923
December	1947	84,989	1955	32,302	1971	58,957
January	1948	98,482	1956	36,764	1972	67,525
December	1948	64,958	1956	22,900	1972	34,755
January	1949	86,126	1957	31,100	1973	38,530
December	1949	9,328	1957	27,800	1973	29,881
January	1950	10,883	1958	37,300	1974	32,751
December	1950	684	1958	14,400	1974	38,701
January	1951	697	1959	13,300	1975	35,854
December	1951	296	1959	1,900	1975	37,640
January	1952	356	1960	c/	1976	33,580

a/ Readjustment allowance applications.

b/ Office of Administration and Management, Employment and Training Administration, Department of Labor.

c/ Benefit rights for most veterans terminated on July 26, 1955 and for all veterans under the U C V program on January 31, 1960.

UNEMPLOYMENT COMPENSATION FOR VETERANS

INITIAL CLAIMS
PERCENT OF LIVING VETERANS OF THE PERIOD OF SERVICE

Month	Year	World War II a/	Year	Korean Conflict	Year	Vietnam Era b/
December	1945	6.1	1953	1.3	1969	1.1
January	1946	9.6	1954	1.5	1970	1.2
December	1946	1.3	1954	1.2	1970	1.3
January	1947	1.5	1955	1.3	1971	1.2
December	1947	0.6	1955	0.7	1971	1.1
January	1948	0.7	1956	0.8	1972	1.2
December	1948	0.4	1956	0.5	1972	0.6
January	1949	0.6	1957	0.6	1973	0.6
December	1949	0.1	1957	0.5	1973	0.4
January	1950	0.1	1958	0.7	1974	0.5
December	1950	*	1958	0.3	1974	0.5
January	1951	*	1959	0.2	1975	0.5
December	1951	*	1959	0.3	1975	0.5
January	1952	*	1960	c/	1976	0.4

a/ Readjustment allowance applications.

b/ Office of Administration and Management, Employment and Training Administration, Department of Labor.

c/ Benefit rights for most veterans terminated on July 26, 1958, and for all veterans under the U C V program on January 31, 1960.

* Less than 0.05 percent.

UNEMPLOYMENT RATES FOR VETERANS OF WARS DURING PERIODS OF REDUCTION IN ARMED FORCES STRENGTH

Not seasonally adjusted

Period	World War II Veterans aged 20 - 44 years	Korean Conflict Veterans aged 16 - 44 years	Vietnam Era Veterans aged 20 - 34 years
December 1945	14.9		
January 1946	13.0		
November 1953		7.0	
October-December 1969			4.7*
One year later:			
December 1946	6.7		
January 1947	6.9		
November 1954		7.9	
October-December 1970			7.9*
Two years later:			
December 1947	4.0		
January 1948	4.5		
November 1955		4.2	
October-December 1971			7.0
Three years later:			
December 1948	3.4		
January 1949	5.3		
November 1956		NA	
October-December 1972			5.3
Four years later:			
December 1949	5.3		
January 1950	7.2		
November 1957		NA	
October-December 1973			3.7
Five years later:			
December 1950	2.8		
January 1951	3.3		
November 1958		NA	
October-December 1974			5.7
Six years later:			
December 1951	1.8		
January 1952	2.6		
November 1959		NA	
October-December 1975			8.5

NA - Not Available

* Quarterly unemployment rate for 20-29 year old Vietnam era veterans

ANNUAL CENSUS OF PATIENTS IN VA HOSPITALS ON OCTOBER 1, 1975

Total patients	78,830
Vietnam era veterans	9,292
Percent of Total	11.8

Source: PTF Report No. 716

ANNUAL CENSUS OF PATIENTS REMAINING IN VA HOSPITALS ON OCTOBER 1, 1975 BY TYPE OF PATIENT FOR TOTAL AND VIETNAM ERA PATIENTS

TYPE OF PATIENT	All Patients	Vietnam Era Patients	
		Number	Percent of Total
Total	78,830	9,292	11.8
Tuberculosis	769	53	6.9
Psychotic	21,783	3,521	16.2
Psychiatric	14,484	2,393	16.5
Neurological	7,751	673	8.7
General Medical & Surgical	34,047	2,653	7.8

Source: PTF Report No. 716

NOTE: This table does not include Non-VA Hospitals and if compared with prior years tables, which included Non-VA Hospitals, would in some cases reflect a noticeable change.

HOSPITAL CARE - VIETNAM ERA VETERANS

Year	Applications Proc.		Admitted	Remaining	Treated b/	On Waiting List
	Number	Percent Eligible				
FY 1968 a/	42,113	59	21,510	3,344	24,854	769
FY 1969	91,402	57	44,715	4,898	49,613	35
FY 1970	134,479	56	66,519	6,410	72,929	177
FY 1971	183,720	55	87,303	7,204	94,507	657
FY 1972	242,210	57	110,563	8,894	119,457	132
FY 1973	273,440	58	123,448	8,774	132,222	80
FY 1974	297,151	60	131,064	9,710	140,774	53
FY 1975	347,703	62	144,632	9,534	154,166	66
FY 1976	401,831	69	153,905	10,296	164,201	61

a/ Period covered is Nov. - June 1968
b/ Admissions plus remaining

Source: AMIS - 1AH1 Tab. VIII

VIETNAM ERA VETERANS REMAINING IN VA HOSPITALS ON OCTOBER 1, 1975

BY TYPE OF PATIENT AND PERCENTAGE IN EACH AGE GROUP

6 4

Type of Patient	All Ages	PERCENTAGE IN EACH AGE GROUP					
		Under 25	25-34	35-44	45-54	55-64	65 and over
Total..........	9,292	23.4	58.3	9.3	5.6	2.5	0.9
Tuberculosis........	53	--	60.4	18.9	9.4	--	11.3
Psychotic...........	3,521	28.0	61.7	7.6	1.5	0.8	0.4
Psychiatric.........	2,393	24.7	59.6	8.4	5.4	1.2	0.7
Neurological........	673	21.0	61.1	8.6	5.1	4.3	--
General Medical and Surgical........	2,653	17.2	52.0	12.3	11.3	5.4	1.9

Source: PTF Report No. 716

Note: This table does not include Non-VA Hospitals and if compared with prior years tables, which included Non-VA Hospitals, would in some cases reflect a noticeable change.

PATIENT REFERRALS TO VA HOSPITALS FROM ARMED SERVICES MEDICAL REGULATING OFFICE JANUARY 1, 1965 THROUGH JUNE 30, 1976

TYPES OF CASES	July 74 thru June 75 A	July 75 thru June 76 B	June 1975 C	June 1976 D	Cum. Jan 65 thru June 76 E
Total	3822	3559	378	253	39997
Nervous System injuries 1/	299	262	25	26	7000
Spinal Cord Injury	(90)	(98)	(9)	(13)	(2803)
Blind	8	4	1	-	292
Major Amputees	14	7	-	-	1942
Plastic Surgery	5	3	-	-	285
Tuberculosis	11	4	1	-	1577
Psychiatric	3325	3133	343	219	24288
Other	160	146	8	8	4613

1/ Including plegias; neurological disabilities, including polio and degenerative disease to nervous system

Source: VA Department of Medicine and Surgery (136B)

OUTPATIENT MEDICAL CARE - VIETNAM ERA VETERANS

Fiscal Year	Number			Percent 1/		
	Total	Staff	Fee	Total	Staff	Fee
1969	519,860	489,826	30,034	7.48	8.48	2.56
1970	786,969	712,376	74,593	10.76	11.61	6.34
1971	1,198,149	1,071,029	127,120	15.79	16.72	10.08
1972	1,692,928	1,528,042	164,886	18.51	20.24	10.34
1973	2,215,404	2,034,211	181,193	21.17	23.19	10.70
1974	2,501,493	2,280,051	221,442	21.54	23.25	12.24
1975	3,074,338	2,809,338	265,000	22.05	23.59	13.03
1976	NA			NA		

1/ Excludes Employee Health Visits
Sources: OPR-3, OPR-4, OPR-5A, OPR-5B, OPR-5C, OPR-6

DENTAL OUTPATIENT ACTIVITY - VIETNAM ERA VETERANS

Year	Applications Received	Applicants Determined Eligible
FY 1970	196,322	187,103
FY 1971	238,429	229,770
FY 1972	245,148	243,277
FY 1973	194,011	190,092
FY 1974	149,655	147,625
FY 1975	156,503	144,564
FY 1976	144,936	137,314

Source: AMIS Report 4VD1

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ACTIVE COMPENSATION, DEPENDENCY & INDEMNITY COMPENSATION AND PENSION CASES

VIETNAM ERA

June 1976

Class of Beneficiary	Number	Av. Monthly Value
Disability:		
Compensation.....................	458,111	161.40
Pension..........................	8,954	143.58
Death:		
Compensation & DIC..............	57,420	260.50
Pension..........................	20,460	93.63
Total Dependents..................	163,003	
Compensation.....................	116,126	
Widows.......................	32,658	
Children.....................	61,313	
Parents......................	22,155	
Pension..........................	46,877	
Widows.......................	8,713	
Children.....................	38,164	
Special Monthly compensation a/	26,788	
Aid and Attendance........	2,870	
Special pension payments a/.......	1,861	
Aid and Attendance........	1,689	
Housebound................	172	

a/Included above.

Sources: RCS 21-14; RCS 21-15; RCS 21-18

ACTIVE COMPENSATION CASES

NUMBER OF VETERANS RECEIVING COMPENSATION

	World War II		Korean [illegible]flict		Vietnam era	
End of Fiscal Year	1945	536,541	1953	62,858	1970	167,350
One Year later	1946	1,519,013	1954	112,514	1971	244,567
Two Years later	1947	1,728,516	1955	153,831	1972	308,812
Three Years later	1948	1,676,634	1956	181,437	1973	354,062
Four Years later	1949	1,638,534	1957	194,279	1974	388,851
Five Years later	1950	1,643,239	1958	200,402	1975	422,536
Six Years later	1951	1,636,731	1959	204,612	1976	458,111

PERCENT OF VETERAN POPULATION BY COMPARABLE PERIOD OF SERVICE RECEIVING COMPENSATION

	World War II		Korean conflict		Vietnam era	
End of Fiscal Year	1945	21.7	1953	3.1	1970	4.0
1 Year later	1946	11.9	1954	3.7	1971	4.8
2 Years later	1947	12.0	1955	3.8	1972	5.2
3 Years later	1948	11.2	1956	3.9	1973	5.4
4 Years later	1949	10.8	1957	3.8	1974	5.5
5 Years later	1950	10.7	1958	3.7	1975	5.6
6 Years later	1951	10.8	1959	3.8	1976	5.7

PERCENT OF VETERAN POPULATION BY COMPARABLE (PERIOD OF SERVICE) RECEIVING COMPENSATION FOR 100 PERCENT IMPAIRMENT

	World War II		Korean conflict		Vietnam era	
End of Fiscal Year	1945	1.5	1953	0.4	1970	0.4
1 Year later	1946	0.8	1954	0.4	1971	0.4
2 Years later	1947	0.5	1955	0.4	1972	0.4
3 Years later	1948	0.5	1956	0.4	1973	0.4
4 Years later	1949	0.5	1957	0.4	1974	0.3
5 Years later	1950	0.5	1958	0.3	1975	0.3
6 Years later	1951	0.2	1959	0.3	1976	0.3

Sources: RCS 21-14; RCS 21-16; Veteran Population.

ACTIVE COMPENSATION CASES BY DEGREE OF IMPAIRMENT AND TYPE OF MAJOR DISABILITY

VIETNAM ERA VETERANS
June 1976

Degree of impairment	Total	Tuberculosis Lungs & Pleura	Psychiatric, neurological	Gen. Med & surgical
Total	458,111	2,169	86,749	369,193
No Disability	211	14	-	222
10 Percent	182,978	340	20,700	161,938
20 Percent	77,050	43	4,748	72,259
30 Percent	59,805	1,017	13,812	44,976
40 Percent	36,562	143	4,633	31,786
50 Percent	23,199	104	9,300	13,795
60 Percent	21,186	50	3,857	17,279
70 Percent	17,476	19	8,833	8,624
80 Percent	8,292	10	2,452	5,830
90 Percent	3,813	2	1,212	2,599
100 Percent	27,514	427	17,202	9,885

ACTIVE COMPENSATION CASES BY DEGREE OF IMPAIRMENT

	World War II (June 30, 1947)		Korean conflict (June 30, 1955)		Vietnam era (June 1976)	
	Number	Percent	Number	Percent	Number	Percent
Total	1,728,516	100.0	153,831	100.0	458,111	100.0
No Disability	a/	a/	79	0.1	236	0.1
10 Percent	748,278	43.3	59,208	38.5	182,978	39.9
20 Percent	220,320	12.7	23,617	15.4	77,050	16.8
30 Percent	307,648	17.8	19,993	13.0	59,805	13.1
40 Percent	107,096	6.2	11,866	7.7	36,562	8.0
50 Percent	161,771	9.4	8,292	5.4	23,199	5.1
60 Percent	57,111	3.3	6,349	4.1	21,186	4.6
70 Percent	22,913	1.3	3,907	2.5	17,476	3.8
80 Percent	10,818	0.6	2,053	1.3	8,292	1.8
90 Percent	1,793	0.1	782	0.5	3,813	0.8
100 Percent	90,768	5.3	17,685	11.5	27,514	6.0

a/Included in 10 percent

Source: RCS 21-16

ACTIVE COMPENSATION CASES
AVERAGE DEGREE OF IMPAIRMENT

	World War II		Korean conflict		Vietnam era	
End of Fiscal Year	1945	32.4	1953	34.5	1970	34.6
One Year later	1946	30.3	1954	34.5	1971	33.1
Two Years later	1947	28.1	1955	33.9	1972	31.8
Three Years later	1948	27.8	1956	33.0	1973	31.3
Four Years later	1949	27.2	1957	32.2	1974	31.0
Five Years later	1950	27.3	1958	31.8	1975	30.9
Six Years later	1951	27.8	1959	31.5	1976	30.7

ANATOMICAL LOSS OF LOWER EXTREMITIES AS A PERCENT OF TOTAL VETERANS ON COMPENSATION ROLLS

	World War II		Korean conflict		Vietnam era	
End of Fiscal Year	1945	0.7	1953	1.72	1970	2.12
One Year later	1946	0.59	1954	1.44	1971	1.78
Two Years later	1947	0.64	1955	1.24	1972	1.62
Three Years later	1948	NA	1956	1.15	1973	1.49 1/
Four Years later	1949	"	1957	1.01	1974	1.38
Five Years later	1950	"	1958	1.03	1975	1.27
Six Years later	1951	"	1959	1.00	1976	1.20

LOSS OF USE OF LOWER EXTREMITIES AS A PERCENT OF TOTAL VETERANS ON COMPENSATION ROLLS

	World War II		Korean conflict		Vietnam era	
End of Fiscal Year	1945	0.062	1953	1.749	1970	2.316
One Year later	1946	0.049	1954	1.617	1971	1.971
Two Years later	1947	0.235	1955	1.514	1972	1.845
Three Years later	1948	NA	1956	1.404	1973	1.740 1/
Four Years later	1949	"	1957	1.347	1974	1.654
Five Years later	1950	"	1958	1.323	1975	1.540
Six Years later	1951	"	1959	1.323	1976	1.480

1/Adjusted
Source: RCS 21-15; 21-16

AGE GROUPS OF VIETNAM ERA VETERANS RECEIVING COMPENSATION OR PENSION BENEFITS
June 1976

Age group	Service connected	Non-service connected
Average age	34.0	31.0
Total	458,111	8,954
Under 20	247	-
20 to 24	28,115	418
25 to 29	189,258	3,473
30 to 34	115,847	3,789
35 to 39	22,032	1,072
40 to 44	25,973	136
45 to 49	32,960	47
50 to 54	19,555	15
55 to 59	16,428	4
60 and over	7,696	-

AGE GROUPS OF VETERANS RECEIVING COMPENSATION OR PENSION BENEFITS
Percent Distribution

Age Group	World War II (June 30, 1946)	Korean conflict (June 30, 1955)	Vietnam era (June 30, 1976)
Average	29.2	27.1	32.5
Under 20	0.5	0.2	0.1
20 to 24	25.3	31.5	6.1
25 to 29	33.6	50.3	41.3
30 to 34	20.8	9.5	25.6
35 to 39	12.8	4.4	4.9
40 to 44	4.7	2.0	5.6
45 to 49	1.8	1.1	7.1
50 to 54	0.4	0.5	4.2
55 to 59	0.1	0.3	3.5
60 and over	-	0.2	1.6

Sources: RCS 21-41; RCS 21-32

EDUCATIONAL ASSISTANCE FOR VIETNAM ERA VETERANS [a]
(Chapter 34, Title 38, U.S.C.)

June 30, 1976

Item	Number
Applications received to date	5,505,669
Entered training to date	5,131,170
Institutions of higher learning	2,916,655
Other schools	1,801,737
On-job training	412,778
In training	789,901
Institutions of higher learning	448,475
Other schools	274,904
On-job training	66,522
Included in above	
Cooperative farm training	(14,848)
Educational disadvantaged	(20,440)
Flight training	(14,054)
Training by correspondence	(164,668)
Terminated	4,341,269
Entitlement exhausted	NA

[a] Includes service personnel.

Source: RCS 24-10

VOCATIONAL REHABILITATION TRAINING
VIETNAM ERA
(Chapter 31, Title 38, U.S.C.)

June 30, 1976

Entered training	73,327
In training	11,872

Under the existing law, veterans rated 10% or more for compensation purposes may be provided the training they need to overcome the handicapping effect of their disability. P.L. 93-508 liberalized the law by deleting the prior requirement that veterans rated less than 30% must be found to have a pronounced employment handicap before need for training could be established. There are currently 458,111 veterans rated for compensation.

Sources: COIN EDU 131 & 134
RCS 21-14

COMPARISON OF WORLD WAR II, KOREAN CONFLICT, POST-KOREAN CONFLICT AND VIETNAM ERA PARTICIPATION RATES OF PERSONS WHO TRAINED IN THE FIRST 121 MONTHS OF THE PROGRAM

(Chapter 34, Title 38, U.S.C.)

Period of Service and Program	Veteran Population in Civil Life	All Persons Trained	
		Number	Percent of Veteran Population
World War II (PL 346) June 1944 - End of Program	15,440,000	7,800,000	50.5%
Korean Conflict (PL 550) Sept. 1952 - End of Program	5,509,000	2,391,000	43.4
Post-Korean Conflict (PL 358) June 1966 - June 1976	11,155,000	6,521,973 [a]	58.5
Vietnam Era Only (PL 358)	8,070,000	5,131,170 [a]	63.6

[a] Includes 724,830 service personnel.

Source: DVB consolidation of RCS 24-10 and table of veterans in civil life maintained by Reports and Statistics Service.

LOAN GUARANTY PROGRAM

GUARANTEED OR INSURED LOANS, DIRECT LOANS a/

(Cumulative through June 30, 1976)

Item	Number	Amount
Direct Loans		
Post-Korean	31,700	$ 464,075,336
Vietnam era b/	16,152	251,744,743
Guaranteed or Insured Loans		
Post-Korean	2,286,998	52,326,062,379
Vietnam era b/	1,309,598	30,395,018,874

a/ Includes loans to veterans and active duty servicemen.

b/ Estimated. These loans are included in post-Korean totals.

GUARANTEED OR INSURED LOANS CLOSED BY YEAR AFTER DATE OF FIRST ENTITLEMENT a/

	World War II		Korean conflict		Vietnam era a/	
End of Fiscal Year	1945	12,000	1953	17,000	1968	52,400
One Year later	1946	176,000	1954	48,000	1969	73,200
Two Years later	1947	635,000	1955	120,000	1970	75,600
Three Years later	1948	520,000	1956	159,000	1971	89,600
Four Years later	1949	279,000	1957	149,000	1972	154,800
Five Years later	1950	398,000	1958	69,000	1973	203,300
Six Years later	1951	538,000	1959	110,000	1974	190,000
Seven Years later	1952	425,000	1960	103,000	1975	207,000 c/
Eight Years later	1953	NA	1961	NA	1976	227,000

a/ Includes loans to veterans and active duty servicemen.

b/ Estimated.

c/ Revised.

Source: Loan Guaranty Service

Chairman HARTKE. Our final witness for today is Charles L. Huber, national director of legislation for the Disabled American Veterans. Please proceed.

STATEMENT OF CHARLES L. HUBER, NATIONAL DIRECTOR OF LEGISLATION, DISABLED AMERICAN VETERANS

Mr. HUBER. Mr. Chairman and members of the subcommittee, the Disabled American Veterans is most grateful for this opportunity to present our views in connection with the pending legislation to extend the basic eligibility and set a termination date for veterans' educational assistance under chapter 34 of title 38, United States Code.

One of the many liberalizing provisions of Public Law 93–508, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, approved by this Committee last year, authorized an additional 9 months of educational entitlement for the pursuit of chapter 34 training leading to a standard undergraduate college degree.

S. 969 would remove the present restrictions on postgraduate training by amending chapter 34 of title 38, United States Code, to extend the basic educational assistance eligibility for veterans under chapter 34, and for certain dependents under chapter 35, from 36 to 45 months.

As you know, Mr. Chairman, the Disabled American Veterans was chartered by the Congress for the purpose of advancing the interests and working for the betterment of all wounded, injured, and disabled veterans. It therefore follows that our organization is primarily concerned with veterans' educational benefits provided by the vocational rehabilitation program under chapter 31 of title 38, United States Code, and it is understandable that we have no national convention mandate in support of S. 969.

The DAV believes, however, that the proposed increase from 36 to 45 months in unrestricted basic entitlement is a logical extension of the improvements authorized by the Congress last year, and we respectfully request that subsection (c) of section 1503, title 38, United States Code, also be amended to delete the June 30, 1975, termination date and provide for the extension of the vocational rehabilitation program for seriously disabled service-connected veterans of World War II.

S. 836, introduced by Senator Stafford at DAV request, would correct an inequity in present law by amending section 1661 of title 38, United States Code, to liberalize the provisions for payment of educational assistance benefits to certain disabled veterans.

Under current law, an eligible veteran who has served a period of 18 months or more on active duty after January 31, 1955, and has been released from such service under conditions that would satisfy his active duty obligation, is entitled to educational assistance under chapter 34 of title 38, United States Code, for a period of 36 months (or the equivalent thereof in part-time educational assistance) plus an additional number of months, not exceeding 9, as may be utilized in pursuit of a program of education leading to a standard undergraduate college degree.

A veteran who served for less than 18 months on active duty is, however, entitled to only 1½ months of training for each month of such military service. Veterans who were medically discharged for a service-connected disability prior to the completion of 18 months of active military duty are therefore denied the benefits of a standard 4-year college education.

In the opinion of the DAV, any veteran whose military service was abruptly terminated by reason of a disability incurred in line of duty should be given special consideration. In this instance, the veteran's inability to serve out his full term of active duty was due to circumstances beyond his control, namely, his service-incurred disease or injury.

We therefore strongly support this equitable proposal to authorize full chapter 34 educational benefits to any veteran who was medically discharged due to a service-connected disability, and we urge your favorable consideration of the reasonable extension proposed by S. 836.

S. 1805, to amend title 38, United States Code, to set a termination date for veterans' educational benefits under chapters 34 and 36 of such title, is also supported by the DAV in accordance with the following resolution that was unanimously adopted by the delegates in attendance at our most recent national convention:

RESOLUTION NO. 351

Whereas President Ford has issued a proclamation which fixes the period of Vietnam era service as beginning on August 5, 1974, and ending on May 7, 1975, for certain wartime veterans' benefits; and

Whereas the President has transmitted to the Congress a proposed bill that would terminate the eligibility period for GI bill education and training benefits for persons who enter peacetime voluntary military service on or after July 1, 1975; and

Whereas the effect of these actions is similar to those terminating wartime veterans benefits following World War I, World War II, and the Korean conflict; and

Whereas 2 years have passed since the last American troops left Vietnam, and an all-volunteer armed force has been established which provides military pay and jobs competitive with civilian job alternatives; and

Whereas the President's actions concern future peacetime volunteers who are neither disabled nor die in service; and

Whereas veterans who become disabled in service now and in the future will continue to receive Veterans' Administration disability compensation, vocational rehabilitation training, and other service-connected benefits; and

Whereas families of those who die in service will receive the same service-connected benefits available to families of veterans of wartime service; now therefore, be it

Resolved, That the Disabled American Veterans go on record supporting the May 7, 1975, Vietnam era termination date, and the July 1, 1975, termination date for eligibility to benefits under the GI education bill covered in chapter 34 of title 38, United States Code; and be it further

Resolved, That the funds normally expended for GI bill benefits be utilized to improve the programs for the service-connected veterans, his dependents and survivors.

The principal reasons that the DAV supports the termination of chapter 34 educational benefits are that the United States is no longer engaged in war, and those servicemen now entering the Armed Forces are volunteers who are not under the compulsion of the draft.

Thus, the cutoff date would affect only peacetime volunteers who are neither disabled nor die in service, and it will not deprive educational benefits to Vietnam era veterans or to those who are presently serving in the Armed Forces.

In our opinion, the present program has faithfully and well served the purpose for which it was originally intended. However, the circumstances which necessitated its inception—the existence of the military draft and the United States involvement in a military conflict—no longer exist.

We therefore believe that veterans' educational assistance benefits under chapter 34 of title 38, United States Code, should be terminated, as were the earlier educational programs for veterans of World War II and the Korean conflict. The substantial funds no longer necessary for this purpose could then be utilized for improvements in service-connected benefits for the wartime disabled.

It should be noted, however, that the above-mentioned resolution does not address the subject of educational benefits for active duty military personnel, and, if the committee wishes to enhance and make more attractive service in the Armed Forces of the United States, we would have no objection to the creation of a separate educational program for military personnel that would be funded and administered by the Department of Defense.

Although S. 1805 would set a termination date for VA educational benefits under chapter 34, section 5 of the bill would amend section 1818(a) of title 38 to continue eligibility to VA housing benefits for each person who served on active duty, any part of which occurred after January 31, 1955, and who—(1) served for a period of more than 180 days and was discharged or released therefrom under conditions other than dishonorable; (2) has served more than 180 days in an active duty status and continues on active duty without a break therein; or (3) was discharged or released from active duty after such date for a service-connected disability.

There are a number of reasons why the DAV supports a continuation of the VA housing program—reasons that we feel are practical as well as humanitarian in nature.

Most servicemen, after returning to civilian life, do not have the resources to qualify for conventional home loans. The Veterans' Administration, through its loan guaranty program, enables these veterans to obtain credit for purchasing homes—credit that would be otherwise unavailable.

Beyond question, the program has been extremely successful. The living patterns of millions of veterans and their families have been vastly improved by their ability to secure low down payment home financing. It has helped make America into a nation of homeowners, adding stability and expanding the tax base of nearly every community in America.

Additionally, Mr. Chairman, there is one final item on this subject which is critically important to the Disabled American Veterans that I would like to bring to the subcommittee's attention.

Section 1811(i) of title 38, United States Code, now provides that the VA Administrator may make a direct loan to any veteran who is eligible for the $25,000 grant to purchase specially adapted housing under chapter 31 of title 38. To qualify for the direct loan, however, the veteran must first be eligible for loan guaranty benefits under chapter 37.

Termination of the direct loan program under chapter 37 would therefore force this very deserving group of severely disabled veterans to search for private capital to finance the balance between the $25,000 grant and the total purchase price of their specially adapted home. This would create a substantial hardship on these veterans who have suffered permanent and total service-connected disability—

"(1) due to the loss, or loss of use, of both lower extremities, such as to preclude locomotion without the aid of braces, crutches, canes, or a wheelchair, or

"(2) which includes (A) blindness in both eyes, having only light perception, plus (B) loss or loss of use of one lower extremity, or

"(3) due to the loss or loss of use of one lower extremity together with residuals of organic disease or injury which so affect the functions of balance or propulsion as to preclude locomotion without resort to a wheelchair."

In consideration of the facts and circumstances described above, the DAV respectfully urges that the subcommittee give its approval to S. 1805.

In closing, Mr. Chairman, I express again our appreciation for the opportunity to present the views of the Disabled American Veterans in these important legislative matters.

Chairman HARTKE. The hearings are now recessed until 10 o'clock tomorrow morning.

[Whereupon, at 12:35 p.m., the hearings were recessed, to reconvene the following morning, October 2, 1975, at 10 a.m.]

[Subsequently, the following materials were ordered placed in the record:]

94th Congress
1st Session

SENATE COMMITTEE PRINT NO. 15

ANNUAL REPORT

ON

RELIEF FROM ADMINISTRATIVE ERROR

AN ANNUAL REPORT

PREPARED BY THE

VETERANS' ADMINISTRATION

(Pursuant to Section 210(c)(3)(B) of Title 38, U.S. Code,
as amended by Public Law 92-328)

SUBMITTED TO THE

COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE

VANCE HARTKE, *Chairman*

JULY 14, 1975

Printed for the use of the Committee on Veterans' Affairs

U.S. GOVERNMENT PRINTING OFFICE
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EXCERPT FROM PUBLIC LAW 92-328

* * * * * * *

TITLE II—RELIEF FROM ADMINISTRATIVE ERROR, OVERPAYMENTS, AND FORFEITURE

SEC. 201. Section 210(c) of title 38, United States Code, is amended by adding an additional subsection (3), reading as follows:

"(3)(A) If the Administrator determines that any veteran, widow, child of a veteran, or other person, has suffered loss as a consequence of reliance upon a determination by the Veterans' Administration of eligibility or entitlement to benefits, without knowledge that it was erroneously made, he is authorized to provide such relief on account of such error as he determines equitable, including the payment of moneys to any person whom he determines equitably entitled thereto.

"(B) The Administrator shall submit an annual report to the Congress on January 1, 1973, and each succeeding year containing a brief summary, including a statement as to the disposition of each case recommended to him for equitable relief under this paragraph."

* * * * * * *

LETTER OF TRANSMITTAL

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., June 24, 1975.

Hon. NELSON A. ROCKEFELLER,
President of the Senate,
Washington, D.C.

DEAR MR. PRESIDENT: In accordance with the provisions of 38 U.S.C. 210(c)(3)(B), I have the honor of submitting a report covering those cases recommended for equitable relief under paragraph 210(c)(3)(A) during calendar year 1974.

Sincerely,

RICHARD L. ROUDEBUSH,
Administrator.

Enclosure.

1645

Relief From Administrative Error

During calendar year 1974 there were 34 cases recommended to the Administrator of Veterans' Affairs for equitable relief under 38 U.S.C. 210(c)(3)(A). The facts of those cases are as follows:

CASE 1

A veteran entered into an enrollment agreement on January 13, 1973, affirmed the agreement on January 29, 1973, and the first lesson was sent to him early in January. A Certificate of Eligibility was issued by the Veterans' Administration on March 7, 1973, and an award of benefits was authorized on April 6, 1973. The award was terminated on April 24, 1973, the effective date of inception and on June 13, 1973, the veteran was notified of his ineligibility for benefits due to the nature of his discharge from service. A claim for equitable relief under section 219(c)(3)(A) for a loss suffered in reliance on an error committed by the VA was denied on the ground that the veteran enrolled into his correspondence training well before the issuance of the Certificate of Eligibility.

CASE 2

A veteran was issued a Certificate of Eligibility for pursuit of education programs on July 8, 1970, and on November 16, 1971, both of which showed higher entitlement than that to which he was actually entitled. Relying on these erroneous certificates, the veteran enrolled in a helicoptor course for a longer period than he had entitlement remaining. Equitable relief was granted under section 219(c)(3)(A) in the amount of 90 percent of the cost of total reimbursement charges for the training he received.

CASE 3

The claimant served on active duty for training and on March 9, 1971, was issued a Certificate of Eligibility showing entitlement to 10½ months of educational benefits. He enrolled in a correspondence course and had completed 39 out of a total of 79 lessons when he was advised on February 4, 1972, of his ineligibility as his active duty was for training rather than active duty. The claimant having relied on erroneous information by the VA suffered a loss and equitable relief was granted under section 210(c)(3)(A) to cover such loss.

CASE 4

The claimant served a period of active duty as a midshipman at the United States Naval Academy and had no other military service. On October 4, 1973, he was issued a Certificate of Eligibility entitling him to 36 months of educational benefits. Relying on this certificate, the claimant enrolled in a college course. The claimant was notified of the error on November 19, 1973. Since he incurred a loss in reliance on the erroneous certificate, equitable relief was granted under section 210(c)(3)(A) in the amount of $451, representing the educational assistance allowance he would have been paid for the fall semester.

CASE 5

A Certificate of Eligibility showing entitlement to 10½ months of educational benefits was issued to the veteran on August 29, 1973, when, in fact, he had exhausted his entitlement. Relying on this erroneous certificate, he enrolled in a flight training program. The veteran had incurred $907.15 in lesson charges at the time he was notified on October 26, 1973, that the certificate was in error. The veteran incurred a loss in reliance of an administrative error by the VA and equitable relief was granted under section 210(c)(3)(A) in the amount of 90 percent of the cost of the lessons.

CASE 6

The veteran was issued a Certificate of Eligibility on March 3, 1973, showing entitlement to 17¾ months of educational benefits. He enrolled in a flight training school incurring $343.70 in charges prior to May 15, 1973, the date on which he was advised of the erroneous certificate. The veteran incurred a loss in reliance on an administrative error by VA and equitable relief was granted under section 210(c)(3)(A) in the amount of 90 percent of the lessons pursued prior to the notification of nonentitlement.

CASE 7

A claimant was erroneously issued a Certificate of Eligibility because of his active duty for training, and he relied on this certificate by enrolling in school prior to the date the error was discovered and thus incurred a loss. Equitable relief was granted under section 210(c)(3)(A) to the extent of the cost to the end of the term following notice to him that his eligibility was erroneous.

CASE 8

A veteran enrolled in a locksmithing correspondence course. He was issued a Certificate of Eligibility in February 1973, after the State approving agency had withdrawn its approval of the course and notified the VA. The VA failed to advise the veteran until October, 1973, when the veteran had already completed 6 of the 8 lessons for which he contracted. The veteran incurred a loss in reliance on an administrative error by the VA and equitable relief was granted under section 210(c)(3)(A).

CASE 9

The veteran served from 1965 to 1967 and was entitled to 36 months of educational benefits. At the time he enrolled for the 1973-74 school term, he only had 1¾ months of entitlement remaining, enough to take him through the first semester. He was awarded benefits through the whole year. The veteran was not officially informed of this action until March 2, 1974, when he was well into his second semester. Equitable relief was granted under section 210(c)(3)(A) as the veteran suffered a loss relying on an administrative error committed by the VA.

CASE 10

A veteran served on active duty from 1966 to 1968 and was entitled to 36 months of educational benefits. At the time he enrolled for the 1973-74 school year, he had one semester of entitlement remaining. On October 31, 1973, he was approved for the full school year. On March 14, 1974, the veteran was advised of the error. As the veteran was well into his second semester, a loss was suffered due to VA error and under section 210(c)(3)(A), equitable relief was granted.

CASE 11

A claimant served on active duty for training and on November 21, 1973, was issued a Certificate of Eligibility showing entitlement to 36 months of educational benefits. He enrolled in a flight training school program and had incurred charges of $590.50 when he was notified on January 8, 1974, that his Certificate of Eligibility was issued in error. Since the veteran incurred a loss in reliance on administrative error by the VA, equitable relief under section 210(c)(3)(A) was granted in the amount of 90 percent of the loss.

CASE 12

The claimant served as a cadet at the United States Air Force Academy. On June 28, 1973, he was issued a Certificate of Eligibility and enrolled in a program of education beginning on August 29, 1973. On October 2, 1973, he was notified that he was not entitled to benefits since his service as a cadet was not qualifying service for educational benefits. Since the claimant incurred a loss in reliance on the erroneous certificate, equitable relief under section 210(c)(3)(A) was granted in the amount of $390.98, representing his actual loss consisting of the cost of tuition and books.

CASE 13

A veteran had only 3 months of educational entitlement remaining but was issued a Certificate of Eligibility showing entitlement from September 10, 1973 through May 24, 1974. Relying on the certificate, he enrolled for two semesters. He had commenced the second semester when he was notified on February 5, 1974, of his nonentitlement. Since the veteran incurred a loss in reliance on an administrative error by the VA, equitable relief under section 210(c)(3)(A) for $1,252.82 representing the loss incurred was granted.

CASE 14

A veteran was issued a Certificate of Eligibility for 16½ months of educational benefits, when, in fact, he was entitled to only 4½ months. Relying on the certificate, he terminated his job and enrolled in a graduate course for the summer session and running through the 1973-74 school year. In September, the veteran was advised of the error and was paid benefits through the fall term only. Since the veteran incurred a loss in reliance on administrative error by the VA, equitable relief under section 210(c)(3)(A) representing the educational assistance allowance for the remainder of the school year was granted.

CASE 15

A child of a veteran filed for educational benefits in 1965 but failed to keep her counseling appointments and no benefits were awarded. She later reopened her claim 4 months prior to her 26th birthday and on July 27, 1972, an administrative decision extended her ending date to July 13, 1977. On December 14, 1973, a Certificate of Eligibility was awarded for 36 months of entitlement. She attended college beginning January 21, 1974, and was advised on April 4, 1974, that the extension date was an error in that extension must follow a prior suspension of the program. Since the claimant incurred a loss in reliance on administrative error of the VA, justification exists for granting equitable relief under section 210(c)(3)(A) for $909.33, the loss incurred.

CASE 16

The claimant served as a cadet at the United States Military Academy and on December 4, 1973, was issued a Certificate of Eligibility showing entitlement to 36 months of educational benefits. He enrolled in a commercial pilot course and had completed the course when notified by the VA on July 26, 1974, that his service as a cadet did not constitute qualifying service. Since the claimant incurred a loss in reliance on administrative error by the VA, justification exists for granting equitable relief under section 210(c)(3)(A) for $2,211.93 which is 90 percent of the obligation incurred.

CASE 17

The chief attorney advised the widow's attorney that DIC payments would stop until the amount of settlement of her tort claim had been recouped and erroneously advised the attorney that the offset would not include the attorney's fee. Relying on this administrative error, the widow agreed on a settlement of $25,000 which included $5,000 for attorney's fees. Since the full settlement was actually subject to recoupment, the widow would incur a loss from the DIC payments of $5,000. Justification exists for granting equitable relief under section 210(c)(3)(A) for an amount equal to claimant's actual loss.

CASE 18

A Certificate of Eligibility showing entitlement to 6¼ months of education benefits was issued to the veteran on August 17, 1973, when in fact, he was entitled to only one-half month of assistance. Relying on this erroneous certificate, he enrolled in a flight school and began training in August. In October when the school terminated the training, the veteran was legally obligated to pay $916.50. Since the veteran incurred a loss in reliance on an administrative error by the VA, equitable relief under 210(c)(3)(A) was granted for 90 percent of the cost of the obligation.

CASE 19

The veteran had active duty from October 1965 to October 1969. He has established service connection for syringomyelia which has resulted in loss of use of both upper and lower extremities and in his need for regular aid and attendance. He was notified by letter dated February 2, 1972, that he was not eligible for an automobile allowance because his disability was not directly related to the performance of military duty. The regional office erroneously sent the veteran an approved application for the purchase of an automobile. A 1974 Buick was ordered and the veteran was later notified that he was not entitled to this benefit. The veteran without knowledge incurred a financial obligation in reliance on an erroneous certification. Equitable relief under section 210(c)(3)(A) was granted in the amount of $2,800.

CASE 20

The veteran served from March 1953 to March 1955. In July 1972, a Certificate of Eligibility was issued showing 36 months of entitlement, when in fact, he was entitled to only 3 months of assistance. The veteran enrolled in correspondence school in August 1972. On February 5, 1973, the VA notified the veteran that his educational assistance allowance had been terminated. The veteran relied on the erroneous determination by the VA, and thus incurred a loss. Relief was granted under section 210(c)(3)(A) in the amount of $540, representing the total loss less the benefits already received.

CASE 21

The veteran, a pensioner receiving dialysis at the VA outpatient hospital, inquired as to whether the VA would provide the needed dialysis in Canada. A social worker advised the veteran that the VA would and made arrangements at a hospital in Ottawa, Canada. The hospital sent the VA hospital a bill for $86 and personnel at the VA hospital determined that the veteran was not eligible for care outside the United States. An erroneous determination as to eligibility was made, and in reliance, the veteran without knowledge, suffered a loss. Relief under section 210(c)(3)(A) was granted in the amount of $86.

CASE 22

The veteran served from January 1953 to April 1955 and utilized all her educational entitlement plus additional time allowable by law to complete the current term. She was notified in 1969, that based upon a change in the law, she was entitled to 4½ months of educational assistance. The veteran enrolled in college and was notified late in the semester that she did not have any entitlement remaining. The veteran incurred a loss in reliance on erroneous information provided by the VA. Equitable relief was granted under section 210(c)(3)(A) in the amount of $1,507, the cost of the first semester.

CASE 23

The veteran served on active duty for training from June 25, 1962 to December 24, 1962 and was issued a Certificate of Eligibility showing entitlement to 9 months of educational assistance benefits. After

5 months of enrollment in the course, he was advised that his Certificate of Eligibility was issued in error. The veteran incurred a loss by relying on an erroneous certificate issued by the VA. Equitable relief was granted under section 210(c)(3)(A) in the amount of $1,147, representing 90 percent of the total cost of the course.

CASE 24

The veteran served from February 1970 to August 1972, when he retired because of disabilities. An application for entitlement to an automobile allowance was filed on June 22, 1972. A Certificate of Eligibility was issued and a 1972 Volkswagen was purchased for $2,529. The car was totally wrecked in an accident and the veteran submitted another application stating that he had already received the automobile allowance once before. A Certificate of Eligibility was issued and a Ford Pinto was purchased. The certificate was cancelled when the error became apparent. The veteran without knowledge relied on an erroneous certificate issued by the VA and suffered a loss. Equitable relief was granted under section 210(c)(3)(A) in the amount of $950. The loss is considered to be the difference between the $2,800 eligibility and the $1,850 paid him by the insurance company for the first car.

CASE 25

The veteran had active service from September 1962 to January 1965. In January 1971, service connection was granted for multiple sclerosis. In June 1972, his application for entitlement to an allowance for an automobile was denied. Special monthly compensation on the account of loss of use of both lower extremities was awarded. Another application for entitlement to an allowance for an automobile was submitted. A Certificate of Eligibility in the amount of $2,800 was issued erroneously and a car for $4,717 was purchased by the veteran. His claim was subsequently denied. The veteran, without knowledge, relied on an erroneous certificate issued by the VA and equitable relief was granted under section 210(c)(3)(A) in the amount of $2,800.

CASE 26

The veteran served from May 1962 to July 1965. His claim for service connection for multiple sclerosis was granted March 1974. In May 1974, the veteran submitted to the director of the outpatient clinic an application for an automobile. This form was approved by the chief, outpatient service. A Ford Galaxie was subsequently purchased. In June 1974, a rating was prepared which denied entitlement to an automobile on the basis that the veteran's disability was not incurred as a direct result of the performance of military duty. Neither the veteran or seller of the car was aware that only the adjudication division could approve this form. The veteran in reliance on an erroneous certificate suffered a loss. Relief was granted under section 210(c)(3)(A) in the amount of $1,750.

CASE 27

The veteran served from August 1945 to February 1947 and reenlisted in June 1950 until his disability November 1956, because of poliomyelitis. Special monthly compensation was authorized. An application for automobile allowance was filed in November 1971. Entitlement to this benefit was established in December 1971, on the ground that the service-connected disability was the direct result of performance of duty. In October 1972, an Oldsmobile was purchased. The entitlement was subsequently denied when it was discovered that the incurrence of the condition was coincident with service and not a direct result of the performance of military duty. The veteran incurred a financial obligation due to administrative error on the part of the VA. Relief was granted under section 210(c)(3)(A) in the amount of $2,881.

CASE 28

The veteran served honorably from December 1965 to April 1968. He was awarded compensation on May 16, 1973, for loss of use of both lower extremities but was denied entitlement to an automobile allowance. A letter from the VA dated June 11, 1973, informed him that he was eligible for an automobile allowance. The veteran personally visited the regional office and was given a memorandum confirming his eligibility. In reliance on this erroneous information, the veteran purchased a car. His application was later denied as he was not entitled. Since the veteran without knowledge, incurred a loss in reliance on an administrative error, equitable relief under section 210(c)(3)(A) in the amount of $2,488, the difference between the purchase price and the current market value.

CASE 29

The claimant served on active duty for training from April 1972 to February 1973. On March 14, 1973, as well as on July 6, 1973, a Certificate of Entitlement was issued showing entitlement to 16½ months of educational assistance benefits. A flight training program was begun on June 18, 1973. On December 21, 1973, the veteran was advised that his Certificate of Eligibility was issued in error as educational assistance cannot be granted for active duty for training. The claimant having relied on erroneous information by the VA suffered a loss and equitable relief was granted under section 210(c)(3)(A) in the amount of $1,939. This amount represents 90 percent of the flight charges incurred prior to the date of notification of nonentitlement.

CASE 30

The claimant served on active duty for training from July 25, 1969 to January 24, 1970. A Certificate of Eligibility was issued on November 26, 1973, and the veteran started his first lesson in refrigeration on December 17, 1973. On January 21, 1974, the veteran was notified that he was not eligible for educational assistance. Since the claimant without knowledge, incurred a loss in reliance on an administrative error, equitable relief was granted under section 210(c)(3)(A) in the amount of $582. This amount represents his financial obligation to the school as of January 21, 1974.

CASE 31

The claimant served in the Army National Guard which does not qualify him for educational assistance benefits. A Certificate of Eligibility showing 36 months of entitlement was issued in July 1973, and the claimant began school on August 7, 1973. He was informed on November 5, 1973, that his Certificate of Eligibility was issued in error. The claimant having relied on erroneous information by the VA suffered a loss and equitable relief was granted under section 210(c)(3)(A) in the amount of $397.

CASE 32

The veteran served on active duty from February 1954 to January 1959 and again from August 1961 until the present time. By July 1971, a total of 28 months of entitlement to training under chapter 33, and 24½ months of entitlement under chapter 34 had been used. The veteran applied for and received a Certificate of Eligibility showing entitlement to 16½ months of benefits when in fact his entitlement was already exhausted. The veteran relied on this erroneous determination by the VA and enrolled in two courses and incurred a loss as he had no entitlement remaining. Equitable relief was granted under section 210(c)(3)(A) in the amount of $2,279, representing 90 percent of the total reimbursable charges.

CASE 33

The veteran served on active duty for training from August 1, 1972 to April 25, 1973 and on May 23, 1973, was issued a Certificate of Eligibility showing entitlement to 36 months of educational assistance benefits. On August 28, 1973, the veteran enrolled in college. On September 6, 1973, the veteran was notified that he was not entitled to educational assistance benefits. The veteran incurred a loss in reliance on the erroneous certificate. Equitable relief was granted under section 210(c)(3)(A) in the amount of $813, representing payment for the first semester.

CASE 34

The veteran served honorably from July 1941 to January 1946 and from March 1951 until December 1967. Service connection for a heart condition by reason of aggravation during the Vietnam era was established. Amputation of the toes of the left foot due to vascular complications resulted. Entitlement to special monthly compensation for anatomical loss of the left foot was established October 18, 1973. A rating decision on January 1, 1974, held that the veteran was not eligible for an automobile allowance, as the disability was not shown to have been incurred as a direct result of the performance of military duty. Notwithstanding this rating, eligibility for an automobile allowance was certified. In reliance on this certification, a 1974 Maverick was purchased. The Certificate of Eligibility was clearly an administrative error of which the veteran was unaware and in reliance on this certificate, he incurred a financial obligation. Equitable relief under section 210(c)(3)(A) in the amount of $2,977 was granted.

Date NOV 26 1975
In Reply Refer to: 224A

VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

Honorable Vance Hartke
Chairman
Committee on Veterans' Affairs
United States Senate
Washington, D. C. 20510

VETERANS' AFFAIRS COMM.
RECEIVED
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WASHINGTON, D.C. 205

Dear Mr. Chairman:

A number of questions arose out of my October 1, 1975 appearance before the Readjustment, Education, and Employment Subcommittee. I take pleasure in providing the answers to those inquiries in the enclosures accompanying this letter. My reply was deferred until relevant information was gathered from our field stations.

Enclosure 1 provides answers to a number of direct questions asked in the course of my testimony. We will reply to two of these questions, one relating to a series of articles in the Chicago Tribune and one related to the effect of the 50 percent employment survey on flight schools, by December 1, 1975 and January 1, 1976, respectively, as was promised at the hearing.

In the course of the hearing, I made mention that action has been taken to implement fully section 220, title 38, United States Code. A Federal Veterans Programs Coordination Committee has been established. A summary of the committee's activities is enclosed. (Enclosure 2).

You also made inquiry concerning the services the President established in April 1974. The Domestic Council Committee on Veterans Services met and identified initiatives and ideas. A principal result of setting up that council was the establishment, as a subgroup thereunder, of the Interagency Jobs for Veterans Advisory Committee. This latter committee has met on a number of occasions and minutes of those meetings are enclosed. (Enclosure 3).

Enclosure 4 is the Task Force Report - VA Accounts Receivable Study requested at the hearing. Also included is a memorandum concerning implementation of the recommendations of this study.

A copy of the information furnished separately to Senator Strom Thurmond is included as Enclosure 5.

We trust this information will prove useful in the work of your committee.

Sincerely yours,

RUFUS H. WILSON
Chief Benefits Director

Enclosures 5

Enclosure 1

VA RESPONSE TO SVAC INQUIRIES MADE AT OCTOBER 1, 1975 HEARING

1. Analysis of education loans:

Through September 30, 1975, we had received 10,777 applications for VA education loans. Of these, 5,143 were, approved and 4,588 were disapproved. Processing had not yet been completed by September 30 on the 1,046 remaining applications. Of those applications upon which a decision had been reached, almost 53% were approved. The approval rate varied from 41% in the eastern United States to 60% in the West.

Lack of financial need was the one reason for disapproval common to all regional offices which have processed education loans. At least 60% of all denials have been for this reason in 45 of the 57 regional offices (excluding our Manila office, where loans are not available). In 19 offices, 90% or more of the denials were due to a lack of financial need.

Other reasons cited for denial include:

a. veteran did not apply to at least two lenders under Title IV-B of the Higher Education Act of 1965, as amended (14 VA Regional Offices)

b. veteran failed to provide sufficient information (15 VARO's)

c. veteran applied after the end of the term for which all or a portion of the loan was to be used (9 VARO's)

d. veteran not currently enrolled (9 VARO's)

e. veteran training on a less than half time basis (9 VARO's)

f. summer term less than ten weeks long (6 VARO's)

g. course leading to other than a standard degree does not require the equivalent of at least six months of full time training (3 VARO's)

(Many VARO's are included in more than one category.

2. Work-study hour requested:

Requests for 10,111,523 work-study hours were forwarded to VA Central Office by our regional offices. This figure excluded 229,000 hours requested by institutions but judged excessive, given veteran enrollments, by a small number of our regional offices.

After all regional offices were asked to carefully review their requests to assure reasonable and effective utilization by the institutions, the aggregate figure was reduced to 9,459,629 hours. This figure was then allocated to the field stations by Central Office.

Since this initial allocation, some field stations have applied for increases based on current trends this school year. Expanded needs on selected campuses and in some VA hospitals have occurred in certain localities. In addition, the VA is now making an effort to emphasize this program in the National Cemeteries. To date in fiscal 1976, supplemental requests for 134,500 hours have been received and approved by Central Office. More requests from the National Cemeteries are expected to boost this figure still higher by the end of the fiscal year.

3. Overpayments and collections for Vietnam Era GI Bill compared with the Korean Conflict and WWII programs:

We regret that information upon which to base a valid comparison of the overpayment and collection experience under the prior education programs is not available.

4. What is the number of Compliance Survey Specialists?

We have 203 personnel assigned full time to the liaison and compliance functions. The basic compliance surveys are performed by Compliance Survey Specialists. The Liaison Representative at each regional office schedules compliance surveys, trains the personnel performing them, and reviews the reports. The Liaison Representative is our point of contact with the schools and State approving agencies with regard to VA policies and procedures and changes in the law and regulations.

In addition, other personnel are trained to perform compliance surveys in order to avoid duplicate travel costs, conserve energy, and promote efficient scheduling of operations.

Enclosure 2

FEDERAL VETERANS PROGRAMS COORDINATION COMMITTEE

Pursuant to Section 213 of PL 93-508 a Federal Veterans Program Coordination Committee has been established with representatives of those agencies which have programs specifically directed at veterans. The participating agencies in addition to the Veterans Administration are the Department of Defense, Department of Labor, Department of Commerce, Department of Health, Education and Welfare and U.S. Civil Service Commission.

The first meeting of the Committee was held on February 20, 1975. The participants devoted themselves to the broad considerations of the Committee's functions and areas of responsibility. It was agreed that the membership was proper for the purpose set out in the law. It was also agreed that the role of the Committee would be largely advisory and that it would promote the exchange of ideas and opinions with the aim of a unified approach to veterans' programs.

The Committee agreed to the establishment of a working and coordinating group representing the same agencies. This group among other purposes provides channels for expedited communication between and within the agencies.

A second meeting of the Committee was held on June 27, 1975.

The VA has a program emphasizing the hiring of disabled and Vietnam era veterans. The implementation of this program was discussed as a model which could be useful to other agencies in assuring that these veterans are accorded proper priorities in hiring.

The participation of veterans under the Comprehensive Employment and Training Act (CETA) was discussed. It was apparent that veteran participation should be increased. The Department of Labor recognized the need for improvement and will seek it through their new Regional Veterans Employment Representatives (RVER's).

The anticipated phase down of GI bill benefits was discussed and the Department of Defense (DoD) indicated consideration was being given to the continuance of existing programs available to members prior to separation from active duty.

The Department of Commerce discussed plans for obtaining media publicity with regard to the favorable attributes of veterans in their mature and productive approaches in employment. It is expected that this will create increasing receptivity on the part of employers.

The Civil Service Commission discussed its emphasis on veteran hires which resulted in exceeding its established goal.

Enclosure 3

U. S. DEPARTMENT OF LABOR
Manpower Administration
WASHINGTON, D.C. 20210

Minutes of Meeting - Interagency JFV Advisory Committee - March 20, 1975

MEMBERS & STAFF PRESENT

Ben Burdetsky, Chairman - DOL
John P. Condon, - NAB
Jack Kearney, - DOC
Clayton Cottrell - DOL
Stephen Edwards - NAB
John Travers - VA
Frank Powell - DOL

Stanley Thomas, HEW
Robert Murray - DOD
Frank Leonard - VA
Peter Beach - HEW
Charles Collins - NAB
Robert Boyette - DOD

Chairman Burdetsky: Opened the meeting by asking for a status report from members present.

General Condon: Reviewed NAB's accomplishments. Few domestic Job Fairs are being conducted because the economic climate is not good. No Overseas Information Fairs have been held because of lack of DOD funds to support the operation. A discussion followed and Mr. Murray indicated that the Theatre Commanders did not support the Fairs, feeling that the returns did not warrant the expenses. Mr. Murray stated that the Overseas Counseling Program offered so much more to the separating servicemen, but that was being phased out. In addition the Job Bank micro-fische, previously furnished the DOL counselors overseas was being denied to Army installations overseas. Mr. Cottrell mentioned the proposal to pattern a domestic program after the pilot being run at Fort Lewis Washington at a proposed cost of $900,000.

Mr. Burdetsky asked about the cost of the Overseas Counseling Program ($500,000 per year) and suggested an evaluation of the Fort Lewis project. He also expressed a personal interest in furnishing the micro-fische to the military services with DOL funding.

General Condon: Discussed the Veterans Employment Seminar programs - 43 have been mailed to Army installation and 50 to NAB Metro areas. The Air Force has indicated no interest in the kits, the Navy is currently considering use of the kits - the Army wants more kits. NAB is currently evaluating the location of the JFV managers and may consider relocation of some. In a discussion of the NAB shortfall on handicapped veteran placements, General Condon felt that the program was not properly coordinated at the local level and that NAB was unable to locate handicapped veterans. Mr. Travers indicated that the VA would start mailing out questionnaires to handicapped veterans on VA rolls at the rate of 10,000 per month rather than bulk mailing of some 40,000 at a time. Mr. Travers stated that available data indicated that only 15% of the handicapped veterans were interested in employment.

General Condon: Stated that there was some union objection to the split-job concept and that we needed solid White House support. There was a discussion on some sort of program to replace Project Transition - the military in-service training program. A need to accelerate the recognition of apprenticeship and military training programs was discussed.

Mr. Thomas: Indicated that HEW regional offices had been instructed to do a better job in outreach and stated that HEW would have responses from the field on Outreach next week. All HEW regional offices have been notified of the JFV 1975 Plan of Action.

General Condon: Discussed a need to end the "Vietnam-Era" period of conflict for benefit purposes and because of employer resistance to the name "Vietnam." Programs for veterans with less than honorable discharges were also discussed. The need for a 1976 Plan of Action was noted and it was agreed that each agency would prepare 1976 goals separately and come together in about a month to discuss them.

Mr. Travers: Discussed the need to have ES personnel outstationed at USVAC One-Stop Centers. He indicated that in USVACs where ES personnel have been stationed, an average of 200 placements a year have been made.

Mr. Kearney: Stated that all Department of Commerce program areas in the Plan of Action had been met. He also suggested dropping "Vietnam" before veterans since the name was distasteful to employers. He suggested a "go-ahead" on the White House letter to the Directors of Service and Fraternal organizations as a way to get Presidential support for the program.

Dr. Beach: Reiterated the cooperation of HEW in Outreach and discussed the HEW first half year goals.

Mr. Bordetsky: Closed the meeting with a discussion of an Interagency Outreach Program required by the Emergency Jobs and Unemployment Assistance Act of 1974 (P.L. 93-567). He asked both HEW and VA to explore the possibility of additional staff to work in this area. He also asked members to submit suggestions or plans to the Committee. Committee members were asked to review the first half year Plan of Action report and submit comments within several days before forwarding the report to the Domestic Council.

94th Congress
2d Session

SENATE COMMITTEE PRINT NO. 48

COMPLETION RATES FOR EDUCATION AND TRAINING UNDER THE VIETNAM ERA GI BILL

A STUDY

SUBMITTED BY THE

VETERANS' ADMINISTRATION

TO THE

COMMITTEE ON VETERANS' AFFAIRS
UNITED STATES SENATE
VANCE HARTKE, *Chairman*

AUGUST 10, 1976

Printed for the use of the Committee on Veterans' Affairs

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WASHINGTON : 1976

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LETTER OF TRANSMITTAL

VETERANS' ADMINISTRATION,
OFFICE OF THE ADMINISTRATOR OF VETERANS' AFFAIRS,
Washington, D.C., August 10, 1976.

Hon. VANCE HARTKE,
Chairman, Committee on Veterans' Affairs,
U.S. Senate, Washington, D.C.

DEAR MR. CHAIRMAN: As you may remember, in a letter dated July 1, 1976, I noted that an analysis of training by correspondence under the GI bill and a study of course completion rates for education and training under the Vietnam era GI bill would be completed and submitted to you shortly. Copies of these reports are forwarded herewith.

I sincerely hope that you and your committee will find the information contained in these documents helpful.

Sincerely,

RICHARD L. ROUDEBUSH,
Administrator.

Enclosures.

COMPLETION RATES FOR EDUCATION AND TRAINING UNDER THE VIETNAM ERA GI BILL

For Veterans Who Had Terminated Training by June 1972

Prepared by:

Reports and Statistics Service (042A1)
Office of Controller
Veterans Administration

June 1976

FOREWORD

This study requested information from a sample of 22,000 Vietnam era veterans who had trained under the GI bill prior to July 1, 1972 and who had either completed training or had dropped out of training at least one year prior to the survey. 1/ The sample was stratified on the basis of education at time of first application, 2/ type of training taken, proprietary status of the training institution, and whether the training was on a full-time or a part-time basis. 3/ The overall response rate in this study was 69 percent, but this improves to 88 percent when "postal returns" are excluded.

The completion rates cited in this report represent transitory rates of completion which had been attained at a given point in time rather than ultimate completion rates. This is explained by the fact that most of the veterans who had entered training by July 1, 1972 had not had sufficient time to complete their training. Therefore, it is necessary to base estimates of completion rate on those who began training in the early years of the program (fiscal years 1967, 1968 and 1969). Even among those trainees, many remained in training and therefore are not reflected in the indicated completion rates. All veterans in the study who had dropped out of training still were eligible to reenter training for at least another four years, and up to nine years for some. To the extent that they reenter and complete training the completion rate will be increased.

1/ The date of the sample selection was May 1973; the data were gathered during the first two quarters of fiscal year 1974.

2/ Special attention will be drawn later to those veterans who entered training at the college level with exactly a high school education.

3/ A trainee was determined to be in full or part-time training according to his status during his last period of training.

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I. HIGHLIGHTS

A. Completion Rates

1. Results at this time (through July 1, 1972) indicate that we may expect course completion by at least 2 of 3 full-time school trainees (college level or other schools) and 8 of 10 for apprentice or other on-job trainees.

2. Completion of training on a part-time basis requires a longer period of time, making our findings less conclusive for part-time than for full-tim trainees. However, current data appear to be sufficient to substantiate course completion rates of at least 1 of 3 for part-time college level trainees and 1 of 2 for part-time resident trainees in other schools.

B. Reasons for Not Continuing Training

1. Nearly one-half (48 percent) of all veterans who had discontinued training prior to completion attributed their decision to either financial problems or to job interference.

2. Correspondence school trainees exhibited the lowest completion rates and one-fifth (22 percent) of those trainees who discontinued did so because the training was not what they had expected.

C. Current Employment Status: Veterans who completed training had an unemployment rate of 3.3 percent compared to 6.7 percent for those who stopped short of completion. At the same time (June - December 1973) the unemployment rate for all Vietnam era veterans (20 to 34 years of age) was 4.6 percent.

D. Utilization of Training

1. Almost 9 of 10 veterans completing college level training have made substantial use of the training received under the GI bill; almost 2 of 3 who trained on a full-time basis are employed in the occupational field for which they trained (see table 4).

2. The highest rate of usage of skills acquired in training is 95 percent for on-job trainees, the lowest is 60 percent for correspondence trainees.

3. More than half (51 percent) of the veterans who took full-time training in resident schools other than college are employed in the same occupational field for which they trained, and another 25 percent are making substantial use of skills learned while training under the GI bill.

E. Earnings

1. Completion of training produces a substantially higher level of earnings as compared to noncompletion. The highest post-training income is reported by part-time college level students and on-job trainees (see table 5).

2. College and other resident school trainees who trained on a part-time basis earn at a substantially higher rate than veterans who trained in those schools on a full-time basis. This is probably because the part-time trainees are likely to have been employed in their career field for a longer period of time (whether or not they completed their training).

3. The lowest median earnings for Vietnam era veterans who completed training are for veterans who trained full time in resident schools other than college. Their median earnings are even lower than for the veterans who stopped short of completion in all other types of training. These veterans have less prior education (at first application) than veterans who used other types of training.

F. Degree, Certificate or License Earned

1. More than half (52 percent) of the college level trainees who completed their training received Bachelor's degrees. Slightly more than one of seven trainees (14 percent) received an Associate degree. A slightly higher proportion (15 percent) received Masters degrees. The proportion of trainees receiving First Professional, Doctorate and post-Doctorate degrees is about 2 percent each (see table 6).

2. Less than one of five (18 percent) of the trainees in other resident schools who completed their training received a license. Nearly 6 of 10 (59 percent) received a certificate of completion.

G. Areas of Training

1. Business and commerce is the most frequently cited major field of study among college level trainees who completed their training. Three of ten (30 percent) college level trainees majored in this field. Education is the second most frequently cited major field of study. Ten percent of the college level trainees who completed their training specialized in that field. Engineering and health professions follow closely behind (9 percent for each of these major fields of study).

2. "Computer Technology" is the most frequently cited type of training taken by trainees who completed their training in resident schools other than college; more than one of six (16 percent) completed this type of training. The next two most frequently completed fields are "Mechanics and repairmen" (13 percent) and "Electronics" (11 percent).

II. DETAILED INFORMATION

A. Completion Rates: Table 1 gives a comprehensive overview of completion rates for trainees by year of original entrance:

Table 1

COMPLETION RATES OF TRAINEES BY FISCAL YEAR OF ORIGINAL ENTRANCE

(In Percentages)

Group	Fiscal Year of Original Entrance					
	1967	1968	1969	1970	1971	1972
College Level						
Full time	80.6	68.3	67.4	45.6	36.4	16.7
Part time	46.3	31.8	30.1	27.8	15.0	11.1
Other Resident School						
Full time	70.7	66.5	64.5	67.2	57.1	53.1
Part time	52.1	56.5	47.4	50.3	41.6	30.8
On-Job Training						
Apprentice		87.7	81.2	61.0	34.6	14.8
Other		76.4	83.3	75.6	63.4	34.6
Correspondence (Noncollege)	50.4	25.6	29.4	34.2	32.2	25.2

1. College Level Trainees

a. The time required for completion of undergraduate training (bachelor's degree) is usually 4 years. This assumes that the student trains on a full-time basis and carries an average credit load which is sufficient to provide the credits necessary for graduation. Part-time students require a much longer time to complete training and may require more than twice as long. Therefore, completion rates obtained from this survey for part-time trainees and all trainees who, at the time of this study have had less than 4 years in which to complete training, are subject to substantial growth in subsequent years.

b. The completion rate at a given point in time is a function of many factors. One of them is how much progress, if any, a trainee had made toward his educational objective at the time he entered the VA education program. Table 1A contains completion rates for full-time college level trainees by educational attainment at time of application, by year of original entrance.

Table 1A

COMPLETION RATES OF COLLEGE LEVEL TRAINEES BY FISCAL YEAR OF ORIGINAL ENTRANCE, TRAINING TIME, AND PRIOR EDUCATIONAL ATTAINMENT

(In Percentages)

Training Time	Prior Educational Attainment 1/	Fiscal Year of Original Entrance					
		1967	1968	1969	1970	1971	1972
Full-Time	All levels	80.6	68.3	67.4	45.6	36.4	16.7
	Ed. level = 12 yrs.	79.3	64.2	58.5	27.2	17.9	5.2
	Ed. level > 12 yrs.	84.4	74.7	82.5	76.8	75.1	49.4
Part-Time	All levels	46.3	31.8	30.1	27.8	15.0	11.1
	Ed. level = 12 yrs.	34.1	18.8	23.1	20.3	6.9	9.9
	Ed. level > 12 yrs.	66.6	66.0	51.4	43.9	36.1	17.2

1/ Education level = 12 is equivalent to a high school education.
Education level > 12 is equivalent to at least some college education.

c. The completion rate for full-time college level trainees (all levels of prior educational attainment) who entered in fiscal year 1968 is only slightly higher than for trainees who entered in the following year. This suggests that these rates may not be too far away from the ultimate completion rate of full-time college level trainees. The completion rate for trainees entering in fiscal year 1967 is presumed to be atypical because it includes a disproportionate number of veterans who had entered training before the Vietnam era GI bill was enacted into law, these veterans came into training with their educational program at various stages of completion. The proportion of new full-time college level trainees with some prior college training was 56 percent for those who started training under the GI bill in fiscal year 1967 compared to 35 percent for those who began in fiscal year 1968.

d. Part-time college level trainees have a much lower completion rate than their full-time college level counterparts. Attending college on a part-time basis increases the time required to reach an educational objective, and may also decrease the chances of eventual attainment of the trainee's educational objective. The cumulative combined effects of financial stress, family responsibilities and job requirements may erode the trainee's capability to pursue his training program to its completion.

2. Other Resident School Trainees

a. Usually the time required to complete training in types of schools other than college is less than the time required for college level training. Consequently, the transitory completion rate is higher among full-time "other school" trainees who originally entered training in fiscal year 1970 through fiscal year 1972 than for college level trainees who entered in those years.

b. The transitory completion rate is greater among part-time "other school" trainees than among their college level counterparts for each year of original entrance (see table 1). This is because of the usually shorter length of time required to complete a program of training in the "other school" category. This also explains why the difference in completion rates between part and full-time trainees is much narrower among "other school" trainees than for college level.

c. When full-time "other school" trainees are classified by educational level at time of application, the completion rate is higher among those with a high school education (or some college) than for those who did not complete high school (see table 1B).

Table 1B

COMPLETION RATE OF FULL-TIME OTHER RESIDENCE SCHOOL TRAINEES BY EDUCATIONAL ATTAINMENT AT APPLICATION AND FISCAL YEAR OF ORIGINAL ENTRANCE

(In Percentage)

Prior Educational Attainment [1]	Fiscal Year of Original Entrance					
	1967	1968	1969	1970	1971	1972
Education level < 12 years	56.4	47.6	49.9	45.1	49.8	39.1
Education level ≥ 12 years	73.8	69.4	66.1	70.9	58.9	57.1

[1] Education level < 12 means less than a high school education.
Education level ≥ 12 means a high school education or some college.

3. Apprentice and Other On-Job Trainees: The completion rate among apprentice trainees exceeds that of college level trainees. Over 80 percent of the trainees who originally entered in fiscal year 1968 or 1969 reportedly completed their training. Other on-job trainees also have a high completion rate, but it is less than for apprentice trainees. As can be seen in table 1, the completion rate among other on-job trainees exceeds that of apprentice trainees beginning with fiscal year 1970. This probably is due to a shorter time required for completion of training taken by other on-job trainees.

4. Correspondence School Trainees: Trainees in correspondence school have the lowest completion rate of all trainees and, except for those who entered training in fiscal year 1967, the transitory completion rate has not exceeded 35 percent (see table 1C). However, there does seem to be a trend toward an increasing completion rate for correspondence trainees as the program ages.

Table 1C

COMPLETION RATES OF CORRESPONDENCE SCHOOL TRAINEES BY FISCAL YEAR OF ORIGINAL ENTRANCE AND EDUCATIONAL LEVEL

(In Percentage)

Prior Educational Attainment	Fiscal Year of Original Entrance					
	1967	1968	1969	1970	1971	1972
Education level < 12 years	28.1	22.8	23.8	29.7	26.5	24.2
Education level ≥ 12 years	53.9	26.1	30.5	34.9	32.9	25.4
TOTAL	50.4	25.6	29.4	34.2	31.2	25.2

As can be seen in table 1C, educational level does not have a substantial impact on the completion rate of correspondence trainees (with the exception of trainees who entered in fiscal year 1967).

5. Flight Trainees

a. Veterans who entered flight training between fiscal year 1968 and 1972 (inclusive) have a completion rate of 60.4 percent. The sample size is insufficient to provide stable estimates by year of original entrance.

b. Public vs. Private: College and Other Residence Schools

(1) Veterans attending private schools exhibit higher completion rates than those attending public schools. This relationship holds for both college and other resident schools, by prior educational attainment and for either full or part-time student status. Table 1D follows:

Table 1D

COMPLETION RATES: PUBLIC VS. PRIVATE SCHOOLS

(In Percentage)

Group	Prior Educational Attainment	Public	Private
College Level			
Full Time	Education level ≤ 12 years	39.6	59.0
	Education level > 12 years	74.7	84.8
Part Time	Education level ≤ 12 years	17.3	25.1
	Education level > 12 years	49.6	54.2
Other Resident Schools			
Full Time		57.2	64.6
Part Time		35.1	51.1

(2) The completion rates in the above table should not be taken out of context. These overall transitory rates include data for all entry years (1967 - 1972), therefore, they are less valid as a basis for inference of ultimate completion rates than are the data shown in tables 1, 1A and 1B. The appropriate interpretation of table 1D lies in comparison across a line, left to right; i.e., public vs. private institutions. In each instance the rate for the private schools is substantially higher than for the public schools.

B. Reasons for Not Continuing Training: For those veterans who did not complete their training (answered NO to question 1 of the survey) there appears to be 4 primary reasons influencing their discontinuance. These are shown in table 2.

Table 2

REASONS FOR NOT CONTINUING TRAINING

(In Percentage)

Group	Financial Problems	Job Interferred	Not What Expected	No Longer Interested
College Level				
Full Time	37.2	15.4	4.4	8.7
Part Time	21.0	32.3	3.1	10.6
Other Resident School				
Full Time	35.1	17.0	15.9	7.7
Part Time	17.0	32.1	20.8	8.0
On-Job Training	13.5	6.0	11.6	12.9
Correspondence	14.7	24.6	21.8	14.1
TOTAL	24.8	23.4	10.4	10.4

1. Approximately one-half (48.2 percent) of all veterans who had discontinued training prior to completion attributed their decision to either financial problems or to job interference.

2. Financial problems proved to be the primary factor for full-time college (37.2 percent) and other resident school (35.1 percent) trainees, whereas, job interference was the prime influence for part-time college (32.3 percent) and other resident school (32.1 percent) trainees.

3. Combined, the forementioned 2 reasons produced only 20.3 percent of the on-job trainees' non-completion.

4. Also noteworthy is the fact that about one of five (21.8 percent) correspondence trainees who discontinued training had done so because the training was not what they had expected. Coupling this with the fact that correspondence schools exhibit the lowest completion rates, we must conclude that training in correspondence schools is the least effective of the types of training available under the current GI bill (also see paragraph D).

C. Current Employment Status: Table 3 follows wherein unemployment rates are exhibited for both veterans who completed their training and also for those who did not.

Table 3

UNEMPLOYMENT RATES FOLLOWING TRAINING

(In Percentage)

Group	Completed	Not Completed
College Level (IHL)		
Full Time	3.0	9.1
Part Time	2.5	4.0
Other Resident Schools (BCL)		
Full Time	5.5	12.4
Part Time	2.9	6.3
On-Job Training	3.2	5.9
Correspondence (BCL)	2.3	5.2
TOTAL	3.3	6.7

1. For each group listed in table 3, we find the unemployment rate is higher for the segment of veterans who did not complete training than the segment who did. Furthermore, the unemployment rate for the total of all trainees who did not complete their schooling was about twice as high as for those who did complete (6.7 percent versus 3.3 percent).

2. For college and other resident school students, unemployment rates at the time of the survey were substantially influenced by whether the trainees had last been pursuing their schooling on a full or part-time basis. Part-time students, who were probably at least part-time employed while training, manifested lower unemployment rates at survey time than the full-time students, most of whom were probably no more than part-time employed while training. These differences hold for both the 'completed' and 'not completed' segments of the veterans.

D. Utilization of Training: Trainees were asked whether they have used skills or knowledge they learned while in training. Table 4 shows two types of usage rates, ('employed same field' and 'substantial use') for veterans who completed training as well as for those who did not:

Table 4

PERCENT USING SKILLS FOLLOWING TRAINING

Group	Completed: Employed Same Field	Completed: Substantial Use	Completed: Subtotal	Not Completed: Employed Same Field	Not Completed: Substantial Use	Not Completed: Subtotal
College Level	63.0	26.0	89.0	17.7	27.2	44.9
Full Time	65.6	23.8	89.4	15.0	26.6	41.6
Part Time	55.4	32.5	87.9	20.2	27.8	48.0
Other Resident Schools	47.1	26.3	73.4	10.4	20.4	30.8
Full Time	51.2	25.2	76.4	10.5	18.2	28.7
Part Time	37.7	28.7	66.4	10.2	23.3	33.5
On-Job Training	83.7	11.3	95.0	27.3	23.2	50.5
Correspondence	25.8	34.6	60.4	11.6	18.2	29.8
Flight School	39.9	36.1	76.0	13.1	34.1	47.2
TOTAL	58.3	24.8	83.1	15.7	24.1	39.8

1. Just as we noticed a substantial difference for unemployment rates of veterans who completed training versus those who did not, we again exhibit substantial differences for skill usage. Overall, veterans who completed training show an 83.1 percent skill usage rate compared to 39.8 percent for those not completing.

2. Veterans completing college level training have made at least substantial use of their training in about 9 of 10 cases (89.0 percent) with almost two-thirds (65.6 percent) of the full-time college students reporting employment in the same occupational field for which they trained.

3. Veterans completing training in other resident schools did not fare quite so well as the college trainees, but still exhibited a usage rate of 73.4 percent, those completing who had attended full-time showed 51.2 percent employed in the same occupational field for which they trained, and another 25.2 percent were making substantial use of skills learned.

4. Naturally the highest rate of usage of skills acquired in training was for on-job trainees, with a usage rate of 95.0 percent. Correspondence school trainees showed the lowest usage rate, 60.4 percent. Considering the lower completion rate for correspondence trainees, it appears that fewer veterans who train in correspondence schools may ever complete that training and derive at least substantial use of skills or knowledge acquired than they might attain in any other type of training.

E. Earnings: The following table gives median earnings for Vietnam era veterans who completed training and for those who stopped short of completion. Table 5 also makes appropriate earning comparisons, as displayed.

Table 5

MEDIAN EARNINGS

Group	Completed	Did Not Complete	Percent Completed Exceeds Not Completed	Percent Part Time Exceeds Full Time	
				Completed	Not Completed
College Level					
Full Time	$ 11,324	$ 8,901	27.2		
Part Time	12,195	10,285	18.6	7.7	15.5
Other Resident Schools					
Full Time	8,768	7,969	10.0		
Part Time	10,223	9,550	7.0	16.6	19.8
On-Job Training	11,805	9,689	21.8		
Correspondence	10,136	9,726	4.2		
TOTAL	10,813	9,596	12.7		

1. From table 5 we see that completion of training produced a substantial increase in earnings over those who stopped short of completion. Part-time college level students and on-job trainees reported the highest median for post-training earnings.

2. Regarding college and other resident school trainees, those veterans who trained on a part-time basis earn at a substantially higher rate than those who trained full-time. (This holds whether the trainees did or did not complete their schooling.) While these veterans were training part-time, they were probably also working part or full-time, thereby giving them a longer period of actual work experience than occurred for full-time trainees.

3. Full-time students who trained in other resident schools exhibited the lowest median earnings for all veterans who completed training. Their median earnings are even lower than the earnings for veterans who stopped short of completion in all other types of training.

4. In table 5 we observe a relationship between the necessary time for completion of training and the relative financial benefit derived from that completion. Of all the groups, college level training requires the greatest time for completion. This fact is consistent with our observance that college level trainees exhibit the largest relative difference in median earnings between those completing schooling and those not. This relationship is observed for the other groups as well: on-job training exhibits the second greatest relative difference and resident schools other than college the third greatest. Correspondence training for which completion time is determined by the trainee rather than the training institution, exhibits the least relative difference in median earnings (only 4.2 percent).

F. Degree, Certificate or License Earned: For those veterans who completed their training (answered YES to question 1 of the survey), the distribution of those receiving degrees, certificates, licenses, etc. is as shown in table 6:

Table 6

TYPE OF RECOGNITION FOR COMPLETION OF TRAINING

(In Percentage)

Group	Associate Degree	Bachelors Degree	Masters Degree	First Professional	Doctorate	Post Doctorate	Other
College Level	14.5	51.9	15.2	2.2	2.1	2.4	11.3
Full Time	13.6	56.3	14.7	1.9	2.2	3.1	7.8
Part Time	17.3	38.2	16.6	3.3	1.7	0.3	22.2

	High School Diploma	License	Certificate	Other
Other Resident Schools	4.1	18.2	59.2	18.2
Full Time	2.3	20.1	58.8	18.3
Part Time	5.6	16.4	59.9	17.9
On-Job Training	5.9	9.1	46.5	43.3
Correspondence	4.7	12.2	63.3	19.5

NOTE: Rows may not add to 100% due to rounding.

1. More than half (51.9 percent) of the trainees at the college level who completed their schooling received a Bachelor's degree. Another 15.2 percent received a Master's degree and 14.5 percent obtained an Associate degree. The proportion of trainees receiving a First Professional, Doctorate and post-Doctorate degrees are 2.2, 2.1, and 2.4 percent, respectively.

2. Nearly 6 of 10 (59.2 percent) of the trainees in resident schools other than college who completed their schooling received a certificate. For on-job trainees this figure was 46.5 percent and for correspondence trainees it was 63.3 percent. Licenses represented the second greatest form of recognition for completion of training at other resident schools, on-job training, and correspondence trainings with percentages of 18.2, 9.1, and 12.2 percent, respectively (see table 6).

G. Areas of Training: For those veterans who completed their training (answered YES to question 1 of the survey), major fields of study are shown, by education group, in table 7:

Table 7

MAJOR AREAS OF TRAINING

(In Percentage)

Group	Business & Commerce	Education	Engineering	Health Professions
College Level	30.0	10.0	8.6	8.6
Full Time	36.8	10.6	8.0	1.5
Part Time	27.8	9.8	8.8	10.9

	Computer Technology	Electronic	Mechanics & Repairmen
Other Resident Schools	17.8	11.1	12.8
Full Time	11.5	11.3	15.0
Part Time	32.6	10.8	7.6

	Construction Trades	Electrical	Protective Services
On-Job Training	17.0	11.5	17.7

	Electronic	Mechanics & Repairmen	Sales
Correspondence	16.1	14.8	17.0

1. Among college level trainees who completed their training, business and commerce is the most frequently cited major field of study. Thirty percent of the college level trainees majored in this field. Education was the second most frequently cited area of study with 10.0 percent and engineering and the health professions follow with 8.6 percent each.

2. Trainees in resident schools other than college who completed their training cited computer technology (17.8 percent) as their most frequently pursued field. Mechanics and repairmen along with electronics followed with 12.8 percent and 11.1 percent, respectively. The three most frequently cited areas of training for on-job trainees were protective services (17.7 percent), construction trades (17.0 percent), and electrical (11.5 percent). Correspondence trainees who completed training showed preferences for sales, electronics, and mechanics and repairmen with 17.0, 16.1, and 14.8 percent, respectively.

3. It should be noted that the percentages exhibited in table 7 only apply to veterans who actually completed training. For example, we cannot state that the same proportion of college students initially majored in engineering as health professions even though both fields showed the same percentage (8.6 percent) for those veterans who completed training. Completion rates (or drop-out rates) undoubtedly vary from one major field to another.

4. For those major areas of training completion the question of skill utilization was posed. Table 7A follows wherein those same areas of training presented in table 7 appear again but now for skill usage.

Table 7A

SKILL UTILIZATION (IN PERCENTS) BY MAJOR AREAS OF TRAINING COMPLETED

	Business & Commerce			Education			Engineering			Health Professions		
	EIF	SU	TOT	EIF	SU	TOT	EIF	SU	TOT	EIF	SU	TOT
College Level	66.4	27.9	94.3	64.6	20.6	85.2	77.5	16.2	93.7	92.7	5.0	97.8
Full Time	60.1	33.6	93.7	61.7	23.2	84.9	65.0	31.8	96.9	95.4	4.6	100.0*
Part Time	69.1	25.4	94.5	65.7	19.7	85.3	81.3	11.5	92.8	92.6	5.0	97.6

	Computer Technology			Electronic			Mechanics & Repairmen		
	EIF	SU	TOT	EIF	SU	TOT	EIF	SU	TOT
Other Resident Schools	40.1	16.4	56.5	54.0	27.2	81.2	35.9	34.4	70.3
Full Time	44.4	15.6	60.0	59.5	24.3	83.8	36.3	35.7	72.0
Part Time	36.5	17.1	53.6	39.9	34.6	74.5	33.8	29.2	63.1

	Construction Trades			Electrical			Protective Services		
	EIF	SU	TOT	EIF	SU	TOT	EIF	SU	TOT
On-Job Training	86.9	10.1	97.0	92.1	6.1	98.2	81.3	12.5	93.8

	Electronics			Mechanics & Repairmen			Sales		
	EIF	SU	TOT	EIF	SU	TOT	EIF	SU	TOT
Correspondence	33.1	48.3	81.4	9.5	33.9	43.4	36.9	26.3	63.2

* Sample size less than ten.

CODE: EIF = Employed In Field
SU = Substantial Use
TOT = Total

5. Table 7A exhibits excellent skill utilization rates for the four major areas of college level training as completed by Vietnam era veterans. These rates are manifested by both the trainees who pursued their studies full-time and those who trained part-time.

6. Computer technology was the most often completed area of training by veterans enrolled in other resident schools. However, total skill usage amounted to only some 56.5 percent. Electronics and Mechanics & Repairmen showed good rates of training usage.

7. As expected, on-job training utilization rates are exceptionally high; this is because the veteran is already in his job field during his training.

8. Veterans who completed correspondence training in electronics exhibit a good total usage rate of 51.4 percent but only one of three (33.3 percent) were employed in the same field for which they trained. Only 9.5 percent of those correspondence trainees who completed studies to be mechanics or repairmen actually were employed in those capacities. The overall usage rate for correspondence trainees is 48.4 percent.

III CONCLUSIONS

A. High completion rates are exhibited by college trainees as well as other resident school, on-job and flight school trainees. However, correspondence school trainees showed a much lower completion rate.

B. Financial problems together with job interference accounted for about half of the veterans who discontinued their training.

C. More than one of five veterans (21.8 percent) discontinuing correspondence school before completion stated that the training was not what they had expected.

D. Benefits derived from completion of training over non-completion were: lower unemployment rates, increased usage of skills, and greater earning power.

E. Overall, the unemployment rates for veterans completing training were about half those for veterans not completing.

F. With respect to skill usage, the proportion of veterans who are employed in the same field for which they trained or at least are making substantial use of their schooling is twice as great for veterans completing training as those not completing.

G. Median earnings were substantially increased by completing training, with the exception of correspondence trainees who showed only a very slight increase due to completion.

H. Veterans attending private schools exhibit higher completion rates than those attending public schools.

I. Considering the comparatively low rates of completion and usage of skills for correspondence trainees, and the relatively large percent who drop out of training because the training was not what they expected, it appears that training in correspondence schools is the least effective of the types of training available under the current GI bill.

IV. TECHNICAL NOTES: Vietnam era veterans who completed or discontinued their training under chapter 34, title 38, U.S. Code prior to June 1972 were surveyed through use of a self-administered questionnaire. In order to exclude from the sample any veterans who had temporarily interrupted training, veterans were selected only if they had remained in a terminated status for the period July 1972 through May 1973.

A. Stratification

1. The study population was initially partitioned into 29 distinct cells. (One of these was not used because of an inadequate number of trainees). The sample was stratified on the basis of educational attainment at time of first application, type of training taken, proprietary status of the training institution, and whether the training was on a full-time or a part-time basis (see appendix table 1).

2. For purposes of analysis, the original cells were post-stratified (i.e., regrouped) by year of original entrance, training time and type of training.

B. Response Rate: The overall response rate was 68.9 percent. When postal returns are excluded (questionnaires returned by the post office as undeliverable) the adjusted response rate rises to 87.5 percent. Postal returns accounted for 21.7 percent of the total number of trainees selected for this survey. The postal returns were more heavily concentrated in those cells which contain trainees with an 11th grade education or less at the time of application (see appendix table 1). Seven cells had an adjusted response rate of 90 percent or higher, while only one cell had an adjusted response rate of less than 80 percent.

C. Reliability of the Data

1. Standard deviations associated with the percentage estimates contained in tables I and IA - ID, are given in a series of appendix tables. Earnings as discussed in the report are expressed in terms of medians; however, the comp tation of standard devietions for earnings are based upon means obtained from grouped observ ..ns (see appendix table 7).

2. The confidence intervals for the medians con'ained in table 5 may be approximated by use of the following formula:

Relative lower limit: $P_L = .5 - .98\sqrt{\frac{(1-f)}{n}}$ [1]

Relative upper limit: $P_U = .5 + .98\sqrt{\frac{(1-f)}{n}}$

Where n is the number of respondents, and f is the finite population correction factor. [2] Convert P_L and P_U into their absolute equivalent by means of interpolation (e.g., if $P_L = .25$, then find the value associated with the veteran classified in the 25th percentile of the ordered population. This value is the lower absolute limit of the median at the 95% confidence level).

D. The Questionnaire: The questionnaire used in this survey is illustrated in the following attachment.

---

[1] Hansen, M. H., Hurwitz, W. N., and Madow, W. G. (1953), Sample Survey Methods and Theory, Vol. I, page 448. John Wiley & Sons, New York.

[2] The finite population correction factor is defined as n/N, where N is the study population associated with a given cell.

VETERANS ADMINISTRATION
DEPARTMENT OF VETERANS BENEFITS
WASHINGTON, D.C. 20420

Date

*In Reply
Refer to*

Dear Veteran:

We are writing to you to request your help. We are making a survey of veterans who have trained under the current GI bill to get an idea how well it is succeeding. You were selected in a small sample of veterans who represent the more than three million veterans who have trained.

Please help us with this survey by completing the attached questionnaire. As soon as you have finished answering the questionnaire, please return it to us in the enclosed self addressed envelope. We will pay the postage.

One word of assurance. The information you give will be used in the strictest confidence. It will never be put in your VA records or those of any other government agency.

We appreciate your help in this survey.

Odell V Vaughn
ODELL V. VAUGHN
Chief Benefits Director

FL 24-926
APR 1973

17.

21685

Form Approved
OMB No. 76-S73003

Instructions   Check the appropriate box, for each question

1. When you last stopped training under the VA program, did you successfully complete your training or reach your intermediate goal? (Check one)

1 ☐ Yes (skip to question 3)
2 ☐ No (answer question 2)
3 ☐ I am in training under the GI bill right now (skip to question 3)

2. What was your MAIN reason for not continuing training or schooling? (Check one)

1 ☐ I stopped at end of school period and I expect to reenter
2 ☐ I had financial problems
3 ☐ My job interferred with my training or schooling
4 ☐ The training was not what I expected it to be
5 ☐ I had difficulty with studies
6 ☐ I was no longer interested in that type of training or schooling
7 ☐ Other   job related reason
8 ☐ Other   non-job related reason

3. What is your current employment status? (Check one)

1 ☐ Working full time (35 hours or more per week)
2 ☐ Working part time (more than 20 hours and less than 35 hours per week)
3 ☐ Working part time (20 hours or less per week)
4 ☐ Temporarily on layoff or on strike
5 ☐ Not working but have LOOKED for work in the past 4 weeks
6 ☐ Not working and have NOT looked for work in the past 4 weeks

4. Have you made substantial use of the training or schooling received under the GI bill? (Check one)

1 ☐ Yes, I am employed in my field of training or schooling
2 ☐ Yes, I have made substantial use of what I have learned
3 ☐ No, I am not employed in my field of training and I have not made substantial use of what I have learned
4 ☐ No, my training did not prepare me for any specific occupation
5 ☐ No, I have not been employed since I last stopped training under the GI bill (do not answer question 5)

5. Estimate your YEARLY earnings based upon CURRENT rate of pay before deductions. If not now employed, ESTIMATE your yearly earnings based on the last job you had since you stopped training under the GI bill. (Check one)

01 ☐ 0–2,999
02 ☐ 3,000–3,499
03 ☐ 3,500–3,999
04 ☐ 4,000–4,499
05 ☐ 4,500–4,999
06 ☐ 5,000–5,499
07 ☐ 5,500–5,999
08 ☐ 6,000–6,499
09 ☐ 6,500–6,999
10 ☐ 7,000–7,499
11 ☐ 7,500–7,999
12 ☐ 8,000–8,499
13 ☐ 8,500–8,999
14 ☐ 9,000–9,499
15 ☐ 9,500–9,999
16 ☐ 10,000–10,499
17 ☐ 10,500–10,999
18 ☐ 11,000–11,499
19 ☐ 11,500–11,999
20 ☐ 12,000–12,499
21 ☐ 12,500–12,999
22 ☐ 13,000–13,999
23 ☐ 14,000–14,999
24 ☐ 15,000 and over

FOR OFFICIAL USE ONLY						
CARD COLUMN	*12*	*13*	*14*	*15*	*16*	*17*
CODE						

18.

[illegible]

ONLY THOSE VETERANS WHO ANSWERED YES TO QUESTION 1 SHOULD ANSWER QUESTIONS 6 and 7.

6. What degree, certificate or license did you obtain upon completion of your training?

COLLEGE TRAINEES

1 ☐ Associate
1 ☐ Bachelors
1 ☐ Masters
1 ☐ First Professional
1 ☐ Doctorate (Not Medical)
1 ☐ Post-Doctorate
1 ☐ Other (specify) ____________________

ALL OTHER TRAINEES

1 ☐ High School Diploma
1 ☐ License (specify) ____________________
1 ☐ Certificate (specify) ____________________
1 ☐ Other (specify) ____________________

7. Which of the areas of schooling or training listed below did you last complete while training under the GI Bill? (Check one)

COLLEGE TRAINEES

01 ☐ Agriculture
02 ☐ Biological Sciences
03 ☐ Business and Commerce
04 ☐ Computer Science
05 ☐ Education
06 ☐ English and Journalism
07 ☐ Engineering
08 ☐ Fine and Applied Arts
09 ☐ Foreign Language
10 ☐ Forestry
11 ☐ Health Professions
12 ☐ Law
13 ☐ Mathematical Sciences
14 ☐ Physical Sciences
15 ☐ Police Science (including Protective Services)
16 ☐ Political Science
17 ☐ Psychology
18 ☐ Religion
19 ☐ Sociology
20 ☐ Urban Planning

21 ☐ Other Social Science
22 ☐ Other Science
23 ☐ Other (specify) ____________________

ALL OTHER TRAINEES

24 ☐ Air Conditioning
25 ☐ Assembling and Installing
26 ☐ Business and Commerce
27 ☐ Clerical and Secretarial
28 ☐ Computer-Technology
29 ☐ Construction Trades
30 ☐ Drafting
31 ☐ Electrical
32 ☐ Electronic
33 ☐ Farm Training
34 ☐ Flight Training
35 ☐ Health Services

36 ☐ Heavy Equipment Operator
37 ☐ Legal
38 ☐ Machine Operator
39 ☐ Management
40 ☐ Mechanics and Repairmen
41 ☐ Metal Workers
42 ☐ Printing Trade
43 ☐ Protective Services (include Policemen and Firemen)
44 ☐ Sales (including Retail Sales)
45 ☐ Service Occupations
46 ☐ Other (specify) ____________________

FOR OFFICIAL USE ONLY

CARD COLUMN	18	19	20	21	22	23	24	25	26	27	28	29	30	31
CODE														

19

If you want to write to the Veterans Administration Office in your area, address your letter to the DIRECTOR, VA REGIONAL OFFICE at the address indicated below

Area	*Address*
Alabama	Aronov Bldg., 474 S. Court St., Montgomery - 36104
Alaska	Federal Bldg., 709 W. Ninth St., Juneau - 99801
Arizona	Federal Bldg., 230 N. First Ave., Phoenix - 85025
Arkansas	Federal Bldg., 700 W. Capitol Ave., Little Rock - 72201
California	Federal Bldg., 11000 Wilshire Blvd., W. Los Angeles - 90024
	49 Fourth Street, San Francisco - 94103
Colorado	Denver Federal Center, Denver - 80225
Connecticut	450 Main Street, Hartford - 06103
Delaware	1601 Kirkwood Hwy., Wilmington - 19805
District of Columbia	2033 M Street, NW, Washington - 20421
Florida	Federal Bldg., 144 First Ave., S., St. Petersburg - 33701
Georgia	730 Peachtree St., NE, Atlanta - 30308
Hawaii	680 Ala Moana Blvd., Honolulu - 96801
Idaho	550 W. Fort Street, Boise - 83702
Illinois	2030 W. Taylor Street, Chicago - 60612
Indiana	36 South Pennsylvania St., Indianapolis - 46204
Iowa	Federal Office Bldg., 210 Walnut St., Des Moines - 50309
Kansas	5500 E. Kellogg, Wichita - 67218
Kentucky	600 Federal Place, Louisville - 40202
Louisiana	701 Loyola Avenue, New Orleans - 70113
Maine	Togus - 04330
Maryland	Federal Bldg., 31 Hopkins Plaza, Baltimore - 21201
Massachusetts	John Fitzgerald Kennedy Federal Bldg., Boston - 02203
Michigan	801 W. Baltimore at Third, Detroit - 48232
Minnesota	Federal Bldg., Fort Snelling, St. Paul - 55111
Mississippi	1500 E. Woodrow Wilson Blvd., Jackson - 39216
Missouri	Federal Bldg., 1520 Market St., St. Louis - 63103
Montana	Fort Harrison - 59636
Nebraska	220 S. 17th St., Lincoln - 68508
Nevada	*1201 Terminal Way, Reno - 89502
New Hampshire	497 Silver St., Manchester - 03103
New Jersey	20 Washington Place, Newark - 07102
New Mexico	500 Gold Avenue, SW, Albuquerque - 87101
New York	Federal Bldg., 111 W. Huron St., Buffalo - 14202
	252 Seventh Avenue, New York - 10001
North Carolina	Wachovia Bldg., 301 N. Main St., Winston-Salem - 27102
North Dakota	2101 Elm Street, Fargo - 58102
Ohio	Federal Office Bldg., 1240 E. 9th St., Cleveland - 44199
Oklahoma	2nd & Court Street, Muskogee - 74401
Oregon	426 SW Stark St., Portland - 97204
Pennsylvania	5000 Wissahickon Ave. Philadelphia - 19144
	1000 Liberty Ave., Pittsburgh - 15222
Philippines	1131 Roxas Blvd, Manila
Puerto Rico	Barrio Monacillos, Rio Piedras - 00936
Rhode Island	Federal Bldg., Kennedy Plaza, Providence - 02903
South Carolina	1801 Assembly St., Columbia - 29201
South Dakota	2501 West 22nd St., Sioux Falls - 57101
Tennessee	U.S. Courthouse, 801 Broadway, Nashville - 37203
Texas	515 Rusk Avenue, Houston - 77061
	1400 N. Valley Mills Drive, Waco - 76710
Utah	125 S. State Street, Salt Lake City - 84111
Vermont	White River Junction - 05001
Virginia	211 W. Campbell Avenue, Roanoke - 24011
Washington	6th & Lenora Bldg., Seattle - 98121
West Virginia	502 Eighth St., Huntington - 25701
Wisconsin	342 N. Water Street, Milwaukee - 53202
Wyoming	2360 E. Pershing Blvd., Cheyenne - 82001

*DVB Activities

APPENDIX TABLES

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Sample Structure and Response Rate

Appendix Table 1

Cell Description	Cell No.	Sample Size	Number of Respond-ents	Response Rate	Postal Returns	Adjusted Response Rate
Institutions of Higher Learning (IHL)						
12th grade or below - Public - full time	01	626	429	68.5%	143	88.8%
- part time	02	623	411	65.1	154	87.6
Private - full time	03	623	439	70.5	124	88.0
- part time	04	623	455	73.0	110	88.7
One or more years of college -						
Public - full time	05	541	432	79.9	86	94.9
- part time	06	540	444	82.2	73	95.1
Private - full time	07	530	438	82.6	71	95.4
- part time	08	541	446	82.4	71	94.9
Other Residential Schools						
All educational levels -						
Public - full time	09	728	503	69.1	139	85.4
- part time	10	733	494	67.4	148	84.4
11th grade or below - Private - full time						
Vocational or tech. post-High School	11	738	409	55.4	230	80.5
Other Vocational or Tech. or High School	12	729	391	53.6	236	79.3
11th grade or below - Private - part time						
Vocational or Tech. post-High School	13 1/	-	-	-	-	-
Other Vocational or Tech. or High School	14	732	443	60.3	206	83.7
12th grade or above - Private - full time						
Vocational or Tech. Post-High School	15	620	412	66.5	143	86.4
Other Vocational or Tech. or High School	16	619	416	67.2	143	87.4
12th grade or above - Private - part time						
Vocational or Tech. Post High School	17	621	418	67.3	126	84.4
Other Vocational or Tech. or High School	18	621	433	69.7	136	89.3
On-Job or Apprentice Training						
11th grade or below - On-Job	19	1,236	799	64.5	277	83.3
11th grade or below - Apprentice	20	1,232	788	63.1	310	85.5
12th grade or above - On-Job	21	1,070	801	74.9	176	89.6
12th grade or above - Apprentice	22	1,066	809	75.9	167	90.0
Correspondence Training						
11th grade or below - Accredited	23	1,964	1,278	65.1	479	86.1
11th grade or below - Non-Accredited	24	491	295	60.1	133	82.4
11th grade or below - Not Stated	25	427	284	66.6	88	83.8
12th grade or above - Accredited	26	1,762	1,280	72.6	326	91.4
12th grade or above - Non-Accredited	27	367	250	68.1	85	88.7
12th grade or above - Not Stated	28	383	272	71.0	76	88.6
Flight Training	29	721	556	77.1	113	91.4
Total		21,510	14,823	68.9	4,569	87.5

1/ Not used, because of insufficient cases.

Appendix Table 2

Sample Standard Deviations About The Sample Means Exhibited In Text Table I (In Percentages)

Group	Fiscal Year Of Original Entrance 67	68	69	70	71	72
College Level						
Full-Time	3.1	3.8	3.6	2.9	3.0	2.8
Part-Time	3.3	2.7	3.6	3.1	2.3	3.6
Other Resident School						
Full-Time	4.5	3.8	3.6	3.1	2.8	3.8
Part-Time	4.4	3.8	3.4	3.5	3.0	3.7
On-Job Training						
Apprentice		2.1	2.2	4.2	5.1	11.1
Other		5.2	2.6	2.8	3.6	6.6
Correspondence (BCL)	3.9	2.5	2.4	2.2	2.2	2.7

Appendix Table 3

Sample Standard Deviations About The Sample Means Exhibited in Text Table IA (In Percentages)

Training Time	Prior Educational Attainment	Fiscal Year Of Original Entrance 67	68	69	70	71	72
Full-Time	All Levels	3.1	3.8	3.6	2.9	3.0	2.8
	Ed. Level = 12	4.6	5.6	5.4	4.3	4.0	2.3
	Ed. Level 12	3.3	4.6	3.7	3.9	4.3	8.9
Part-Time	All Levels	3.3	2.7	3.6	3.1	2.3	3.6
	Ed. Level = 12	5.0	3.4	4.9	4.1	2.8	4.5
	Ed. Level 12	3.6	4.5	4.5	4.2	4.6	5.2

Appendix Table 4

Sample Standard Deviations About The Sample Means Exhibited in Text Table IB (In Percentages)

Prior Educational Attainment		Fiscal Year Of Original Entrance					
		67	68	69	70	71	72
Ed. Level	12	11.1	10.0	7.1	7.7	5.5	6.4
Ed. Level	12	5.0	4.1	3.9	3.4	3.2	4.3

Appendix Table 5

Sample Standard Deviations About The Sample Means Exhibited in Text Table IC (In Percentages)

Prior Educational Attainment	Fiscal Year Of Original Entrance 67	68	69	70	71	72
Ed. Level $<$ 12	4.5	2.9	2.5	2.6	2.2	3.0
Ed. Level $\geq$ 12	4.5	2.9	2.8	2.5	2.6	3.2
All Levels	3.9	2.5	2.4	2.2	2.2	2.7

Appendix Table 6

Sample Standard Deviations About The Sample Means Exhibited Text In Table 1D (In Percentages)

Group	Prior Educational Attainment	Public	Private
College Level			
Full-Time	Ed. Level ≤12	2.6	2.6
	Ed. Level > 12	2.3	1.8
Part-Time	Ed. Level ≤12	2.0	2.2
	Ed. Level > 12	2.5	2.5
Other Resident Schools			
Full-Time		2.6	1.8
Part-Time		2.5	2.0

Appendix Table 7

Sample Means And Standard Deviations For Earnings (Median Earnings Given In Text Table 5) [1]

Group	Completed Mean	Completed Standard Deviation	Not Completed Mean	Not Completed Standard Deviation
College Level				
Full-Time	$12,432	$177	$ 9,389	$204
Part-Time	13,344	270	11,015	187
Other Resident Schools				
Full-Time	9,211	132	8,172	172
Part-Time	11,110	190	9,641	151
On-Job Training	12,816	120	10,232	185
Correspondence	10,776	176	9,966	101
Total	11,839	80	9,978	83

[1] Note that standard deviations are given for means rather than for the medians shown in Text Table 5. The sample means are somewhat higher than the sample medians, but sample medians are usually considered to be better indicators of average earnings than are means.

Minutes of Meeting—Interagency JPV Advisory Committee (Work Group)—June 9, 1975

MEMBERS AND STAFF PRESENT

Ralph E. Hall, Chairman; David O. Williams, DOL; Peter Beach, HEW; John Travers, VA; Lt. Col. Robert Boyette, DOD; Joe LeMasurier, CSC; Irving Peltz, NAB; Brian Hessler, DOC; Lloyd Kidder, Hq. DA; Jerry Mordquist, HEW; Don Collins, HEW; Clayton Cothell, DOL; and Frank Powell, DOL.

Chairman Hall opened the meeting with an introduction of members and asked for a review, by agency, of the Third Quarter—FY 1975 Plan of Action Report.

Mr. Travers reviewed the VA goals and accomplishments. The VA OJT Outreach program was estimated to reach 4,000 veterans per quarter and the 1,854 veterans reached this last quarter is the highest for the entire year but less than 50% of the estimate. The change in the economy is blamed for this shortfall. The number of OJT programs are on target and the VA figured 4 slots for each program. This did not develop. The VA Vet. Rep. program placed 1,327 on campus and they have been there since last August. The discussion then centered on the possibility of some veterans in training not receiving payment. Veterans in school without any change will get paid. Those just now enrolling or involved in change are affected. Supplemental request has been submitted by VA.

Dr. Beach reviewed HEW goals and accomplishments and called attention to an error in addition on Basic Education Opportunity Grants. This was corrected. Operation MEDIHC is a program to assist military trained personnel into civilian health fields and there have been more veterans participating than anticipated. The VCIP program funding of $31 million was cut to $23 million. Utilization of the Basic Education Opportunity Grants has increased. Some of the reasons are the fluctuating economy, increased use of the G.I. Bill, and more veterans going to school.

Mr. Cottrell asked if there was a duplication of the count of HEW and those veterans under some phase of the G.I. Bill. Dr. Beach said that any veteran who is being helped by HEW is also getting his VA benefits so there is a duplication in the numbers.

Mr. Hessler indicated that Commerce participation consists primarily of mailing support to the Jobs for Veterans NAB publication to trade associations on their mailing list—1,800 normally and on special editions, up to 3,700. Also occasional publication of a special event in Commerce Business Daily and Commerce Daily to major trade publications. The initiative for FY 1976 is the development and distribution of a report on the competitive advantage of veterans over non-veterans competing for jobs. He included a draft memorandum to NAB from Mr. Kearney regarding a proposed bulletin to be personally handed to 10,000 corporate heads.

Mr. Kidder spoke about what the Army is doing at the present time. Regulations are being developed to require separates to come in for counseling 30 days prior to discharge. He mentioned that NAB had sent out the Veterans Employment Seminar kits to 110 Army Education Centers. Using the kits, the Army affords the separatee an opportunity to be instructed in job hunting techniques and on how to complete a resume. Mr. Travers indicated that VA personnel could not participate in these sessions since they were for active duty military personnel. Mr. Kidder stated that he hoped that Employment Service personnel would be able to participate in these sessions. Mr. Kidder proposed a system be developed along the lines of the old DOD Project REFERRAL. This would require the military counselors working up a resume on the separatees and coding this to be compatible with the Job Bank Openings Summary of the DOL or molding it into NAB in their work in developing jobs. It was suggested that NAB employees might be convinced to wait before filling vacancies until the military person is released. Mr. Cottrell suggested that the Employment Service would be the best bet to match jobs and applicants since there were a few experiments being conducted in this area at the present time.

Mr. LeMasurier stated that the Civil Service Commission would like to participate in the Veterans Employment Seminars conducted by the Army. Mr. Kidder asked if the Civil Service Commission could furnish pamphlets to the Army installations on a separate mailing but Mr. LeMasurier suggested that they discuss a central distribution to the Army with distribution by the Army.

It was agreed that the Civil Service Commission and the Army would explore the use of the publication "Best Bets" which was used for labor market information in the old Transition program.

Lt. Col. Boyette opened a prolong discussion on the need for the Oklahoma Job Bank Microfiche and the disappointment of the Defense Department that this vital information is no longer furnished military installations. Lt. Col. Boyette indicated his concern that DOL had "let the Army down" since the Army, in good faith, assuming that the microfiche would be furnished by DOL at a cost of approximatley $25,000 to MA, moved ahead in preparation to purchase viewers. When they were notified that MA could not fund the microfiche, the Army reallocated their funds and would now need $50,000 for the viewers and the microfiche for one year furnished to 205 military installations. All members agreed that the Jobs Openings Summary microfiche was vital to the military separation program and Mr. Hall stated that he would re-open discussion on this question with Mr. Lewis and Mr. Burdetsky.

Lt. Col. Boyette stated that the overseas Job Pairs had been discontinued. He also stated that a meeting is planned at Camp Lejeune in July with all military services represented, the Bureau of Apprenticeship and Training, members of industry and unions to work out union and apprenticeship recognition of military training. This meeting will concern itself with food service occupations.

Irving Peltz, representing NAB, thanked those present for attending the NAB Public Relations reception on May 29th. He discussed the fall-short of NAB goals, attributing this to the economy. He indicated that NAB goals for FY 1976 would be adjusted accordingly and set at 160,000 hired and 6,000 disabled veteran placements. Mr. Cottrell stated that we should all think of moving the goal up instead of sliding back. Mr. Peltz stated that this is the first time NAB has experienced a short fall. They are attempting to find out the problems and do whatever is necessary to work them out. Mr. Cottrell said that 160,000 is not going to go over very well with the Domestic Council and that if everybody says they are going to cut back, we are not going to make it. Mr. Peltz said that NAB is going to work on the 50 JFV managers to see that they are better utilized. Mr. Peltz's statement that the VESP seminars are the main thrust of NAB at this time drew a challenge from Mr. Travers who stated that NAB efforts should be directed toward employers and that the VESP program was aimed at employees.

Mr. Williams discussed the 50% of the veteran population located within seven States and particular questions raised, discussing what overall efforts have been or could be made in those seven States. He asked what efforts could be made within the Committee. Getting additional funds for USVAC staffing. Utilization of volunteer organizations. Developing possibilities for making awards at the national level. Focus on what those seven States can expect regarding veterans and provide information to mayors and governors. Set up a model on what might be done and give it to the mayors and governors. Meet with the mayors and governors with the question "did you know this is what the veteran situation is within your city or state?" Mr. Peltz suggested that the several states could set up a Plan of Action and organize a small interagency veterans advisory committee.

A discussion then took place regarding local Employment Service offices getting credit for placement in referring young unemployed men and women to the Armed Forces for enlistment. Mr. Williams stated that a meeting was scheduled on this question for July 15 and that he would let everyone know where this stands at the next meeting.

The mobility of separating military personnel was discussed and Lt. Col. Boyette stated that we should remember that the military would give a separatee one move to the area of his choice.

Discussion then centered on whether goals for FY 1976 should be lowered or show an increase in service. Committee members agreed to furnish FY 1976 goals in the very near future. Mr. Cottrell reminded everyone that FY 1976 starts next month, that last year we got started late and should get working on the plan. Mr. Travers said that VA would formulate their plan and send in a letter on it. Mr. Peltz stated that the NAB plan had been submitted. Mr. Cottrell asked if the NAB contract had been extended but no answer was available. This will be checked. Mr. Hessler pledged DOC continued support for next year. Dr. Beach stated that he did not have the Plan but hoped to have it by the end of this week. Mr. LeMasurier restated the CSC goal of 70,000 and in answer to Mr. Cottrell's questions about raising the goal felt that they must hold with the same goal.

Mr. Hall then led into a discussion of the Interagency Outreach and Public Information Program required by the Emergency Jobs and Unemployment Assistance Act of 1974 (P. L. 93-567). Mr. Peltz stated that NAB had already developed a catalog of programs but was reminded that the NAB publication barely scratched the surface. Mr. Travers stated that as far as VA input was concerned all their programs are in the Catalog of Federal Domestic Assistance. VA pamphlets have been developed in English and Spanish.

Mr. Travers reiterated VA's desire for 60 ES personnel to work in USVAC's.

Dr. Beach introduced Gerry Norquist of the HEW Public Information Office. Discussion then followed on establishing a task force of public information people in the various agencies. There is a need to know what the other agencies are doing. A meeting will be scheduled in early July to get the public information officers together on public information aspects only.

The meeting was adjourned by Mr. Hall with a date for the next meeting to be established.

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
WASHINGTON, D.C. 20210

MINUTES OF MEETING - INTERAGENCY JFV ADVISORY
COMMITTEE (WORK GROUP LEVEL - PUBLIC
INFORMATION OFFICERS)
July 8, 1975

MEMBERS AND STAFF PRESENT

David O. Williams - DOL
Larry Moen - DOL
Ralph E. Hall - DOL
Peter Beach - HEW
Jack Marshall - HEW
Don Collins - HEW
Stephen Edwards - NAB
Don Dunnington - NAB
Brian Hersler - DOC

Bob Ambur - DOC
Lt. Col. Robert Boyette - DOD
Lt. Col. Felix Casipit - DOD
Richard Simpson - DOD
John Travers - VA
John Radowich VA
Clayton Cottrell - DOL
Frank Powell - DOL

Mr. Williams welcomed those in attendance, indicating the need for such a meeting and the necessity for focusing on plans for the coming year. Mr. Hall reviewed the Interagency involvement in Outreach and Public Information programs under Section 104, Title VI of Public Law 93-567 (Emergency Jobs and Unemployment Assistance Act of 1974). He established a sub-committee made up of representatives from DOL-VA-HEW to prepare a plan to present to this group at a later date.

Colonel Edwards stated that employers are NAB's normal target group. Working through the Advertising Council and Grey Advertising Company, the NAB is releasing radio and TV campaigns along with other multi-media releases. The Veterans' Employment Seminar Kits have been distributed to the JFV Managers in 42 cities, 103 Army installations and 35 Marine Corps installations. The

May issue of the JFV Report has been distributed in over 600,000 copies to all local Employment Service offices to hand out to unemployed veterans. The 9th edition of the Digest has been published in 11,000 copies. These will be distributed to each local Employment Service office for use as a reference guide and counseling tool for the local veterans employment representative. A pamphlet aimed at disabled veterans will be prepared soon. Speakers kits have been developed and are available to the JFV managers.

Lt. Col. Boyette indicated that 109 Army Education Centers were using the NAB developed Veterans Employment Seminar kits and that the Air Force was seeking kits at the local level. He indicated that the Army was running a very effective program which should have a "spin off" to the other services. The Army recently contracted a feasibility study with the American Council of Education of 100 Army MOS' with testing to grant credit for academic achievement or apprenticeship recognition.

Mr. Hessler asked for any studies done to prove that veterans had a competitive advantage over non-veterans in apprenticeship. DOC would make this a great selling point to employers. Col. Edwards stated that the June JFV Report has a "tear off" for employers to report how they feel about Vietnam era veterans as employees. Mr. Hessler reviewed the DOC activities, including an occasional ad in "Commerce Today," "Commerce Business Daily" distributed to 27,000 businessmen and distribution of the JFV Monthly Report to over 1,800 Tradesmen.

John Travers said that letters are sent to all military separatees offering job finding assistance through the USVAC's. The educationally disadvantaged receive a follow-up letter 30 to 45 days later. A third letter goes out to all separatees six months after separation urging them to take advantage of their benefits. 90% of the veteran population is covered by toll-free telephones which usually terminate in the USVAC operation. Ten mobile vans are presently in operation offering veterans benefits to veterans outside the large metropolitan areas. 72 USVAC's cover the large metro areas. VA has 1,327 Vet Reps covering 2,862 campuses - an excellent channel for providing information to veterans. The VA Fact Sheet on veterans benefits is revised annually and numerous pamphlets on employment assistance are produced by the VA.

Peter Beach discussed HEW Regional Veterans Coordinators and the 1,206 people they have on campus outreach similar to the VA Vet Reps. HEW also has MEDIHC and MEDEX coordinators at the State level who do outreach with veterans who have had medical training and work experience in the military service.

Mr. Collins indicated that HEW had a money problem and hoped to get some money from DOL in the Public Information and Outreach area. He discussed a new publication "American Rehabilitation" with a circulation of over 14,000, in which articles concerning veterans, especially handicapped veterans, can be placed. Mr. Collins discussed the possibility of riding the VA letter to all veterans with inserts, but this suggestion was denied based on previous experiences of Mr. Hall in OVRR and statements from Mr. Travers. Mr. Collins indicated that the HEW Regional Public Affairs Coordinator was a necessary channel that he had to use, with radio and TV spots generated in the central office.

Larry Moen indicated that DOL was doing the traditional things. He reviewed the 2,400 local office set-up and commended NAB on their Public Information efforts with the funds furnished by DOL. Mr. Moen talked about the JOB SERVICE, a multi-million dollar national program, now in its third and last year, concerned with changing the image of the Employment Service. Manpower Magazine is published and when articles concerning veterans are run, monographs are made available for wide distribution. Radio and television spot announcements are developed for use on public service time. Next year's (FY 1976) work plan calls for expansion and improving work relationships with State Public Information Officers. Workshops and orientation and training sessions will be conducted with a national meeting scheduled for October 7-8-9. These sessions would be a good vehicle for RVERs and VERs. The exhibit program was discussed and Mr. Moen invited other agencies to send him publications (500 copies) they would like distributed at the American Legion national convention since DOL will have an exhibit there.

Mr. Hall reviewed the use of the OVRR-2 form as a contact with recently separated servicemen and women and suggested that this mailing could be explored as a possibility to add information going to these veterans. Mr. Hall reviewed the extract from the report sent to the Veterans Affairs Committees concerning outreach and public information. The need for exploring the development of information in braille and spanish was discussed with the consensus that the VA experience indicated little need for this type of activity. Mr. Hall suggested that any money earmarked for developing information in braille could be better utilized by the Blinded Veterans Association in their excellent outreach program.

Lt. Col. Casipit, Commander of the Armed Forces Radio and Television Service, indicated that their audience was active duty military personnel and although primarily concerned with retaining personnel in the Armed Services, they are most happy to put on the air anything concerning veteran benefits.

Mr. Simpson stated that retired military personnel and overseas areas were their main target groups. A lot of VA materiel is being used as well as information from OVRR. Local stations overseas carry information about the Veterans Employment Seminars.

Mr. Hall closed the meeting after arranging for a conference with DOD, Army, NAB and Manpower Administration personnel for July 18 to discuss the Veterans Employment Seminars and the Job Bank microfiche being furnished military installations. The next meeting of today's group will be scheduled for the end of August.

MINUTES OF MEETING - INTERAGENCY JFV ADVISORY COMMITTEE (WORK GROUP LEVEL - PUBLIC INFORMATION OFFICERS)
AUGUST 22, 1975

MEMBERS AND STAFF PRESENT

Ralph E. Hall - DOL
Peter Beach - HEW
Jack Marshall - HEW
Jerry Norquist - HEW
Stephen Edwards - NAB
Don Dunnington - NAB
John Travers - VA
Jim Cox - VA

Brian Hessler - DOC
Tracy Evans - DOC
Richard Simpson - DOD
John Menaozzi - DA
Charley Garnett - DOL
Clayton Cottrell - DOL
Frank Powell - DOL

Mr. Hall opened the meeting by reviewing some of the high points of the Secretary's Veterans' Affairs Committee meeting held on August 18, 1975. A copy of an extract of actions to be taken as a result of that meeting was presented to the members and staff present.

The minutes of the July 8, 1975 meeting of this same group were accepted and approved. Mr. Hall reviewed fourth quarter 1975 accomplishments of the JFV Plan of Action and year-end accomplishments against goals established. All information from the VA and HEW was not immediately available. Discussion indicated that most goals would be met or exceeded. Mr. Hall asked that all agencies get their data in with an explanation of short-falls and those programs where the goal was greatly exceeded.

Mr. Travers stated that the VA Administrator had requested microfiche readers and Job Bank microfiche many months ago for the USVAC's in correspondence to the Secretary of Labor. Mr. Hall suggested that copies of that correspondence be sent to him by VA and he would see what could be done.

Mr. Hall reviewed the actions taken on procurement of the microfiche readers for 172 Army installations and submitted a copy of a telegram to the Dallas Regional office authorizing $20,500 to the Oklahoma agency to produce 205 copies of the Job Bank microfiche for the Army. An additional authorization of $8,000 went to the Philadelphia Regional Office to contract for microfiching the Job Bank High Volume Report for those same military installations.
Mr. Hall discussed the signing of an agreement between DOL and the Army accepting national apprenticeship standards for training military personnel as skilled craft workers. This action enables a branch of the Armed Forces for the first time to train enlisted members in a formal apprenticeship program.

Mr. Hall discussed the proposal for a Certificate of Award to be developed by the Committee. Dr. Busch suggested development of a Certificate like that issued by the President's Committee in 1969, consisting of shields or logos from all participating JFV Interagency members and signed by the Chairman. Colonel Edwards indicated that these Certificates could be presented to Governors, employers and local Task Forces to stimulate more interest in JFV. Art work will be completed by the National Alliance of Businessmen and the sample presented to the Committee for final approval.

Mr. Cottrell asked all agencies to review the total FY 1975 Plan of Action, modify the language and goals, and submit the information to him by August 27. This created a discussion on delivery dates and Mr. Hall finally asked that all information be in by August 19. Dr. Busch opened a discussion on "What sort of goals do we establish?" Are goals to be established for jobs; education; financial assistance; partial financial assistance? It was agreed that each agency would establish their own goals with Direct Employment and Educational Assistance (hard figures) and supportive services (soft figures) as a guideline. Mr. Cottrell reminded each agency to be sure each item listed is realistic (remember the workload created by the White House announcement of 70,000 Federal hires last year).

Mr. Hall then reviewed the Outreach and Public Information Plan with all members and staff present. Specific agency responsibility under each objective in the Plan was discussed as follows:

a. Exercise maximum efforts with employers to inform them of services available for veterans - NAB and Commerce as lead agencies.

b. Inform all eligible veterans of services available to them in jobs, job training, on-the-job training and educational benefits - VA and HEW lead agencies supported by VES.

c. Inform prime sponsors under CETA, Federal contractors, subcontractors, all Federal departments and agencies, educational institutions, labor unions and other employers of their responsibilities under the law - VES responsible for the first four - HEW, NAB and Commerce responsible for the remaining groups.

d. Communicate renewed interest in providing employers with well qualified, job-ready veterans - Commerce and NAB.

e. Encourage veterans, particularly those in the highly skilled and professional categories to use the employment service, those with limited skills to use special veterans training and educational opportunities available to them, and those with physical or mental handicaps to use vocational rehabilitation opportunities available - VA and HEW.

f. Continue major emphasis by the employment service on the hiring of young, handicapped, and minority Vietnam-era veterans - VES.

g. Improve the public and self concept of the Vietnam-era veteran - all agencies.

h. Encourage each participating agency, public and private, to develop and maintain an effective public communications program - all agencies.

Mr. Hall restated the goal to reach those about to be discharged and those recently discharged since recency of separation seems closely related to the high unemployment. In support of the Job Bank microfiche program Mr. Hall indicated that State VER's and AVER's will work more closely with military installations within their States in reaching the about-to-be discharged servicemen and women.

It was agreed by the members and staff present that the Outreach and Public Information Plan would be used as an RFP. The Public Communications part of the Plan will have the following added:

"Public Communications will be handled under contract and the contractor will be responsible for developing a total public communications package to be approved by the full Committee, and will be responsible for carrying out the project under the direction of the full Committee."

The meeting adjourned at noon to reconvene at the call of the Chairman.

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION
WASHINGTON, D.C. 20210

Minutes of Meeting - Interagency JFV Advisory Committee - October 3, 1975

MEMBERS AND STAFF PRESENT

William H. Kolberg, Chairman - DOL
Ben Burdetsky - DOL
Ralph E. Hall - DOL
Frank Powell - DOL
Thomas Kiernan - VA
Layne Drash - VA
Harry G. Harris - DOD
Dana Jameson - DOD
Jack Kearney - DOC
Brian Hassler - DOC
John P. Condon - NAB
Stephen Edwards - NAB
Don Dunnington - NAB
Peter Beach - HEW

Chairman Kolberg called the meeting to order and reviewed the purpose of the meeting. He asked each member to look over the Report of the Plan of Action for FY 1975 and the Plan of Action for FY 1976. He asked that all comments be returned not later than October 10. He stated that he was generally pleased with the results, especially in today's economy. He felt that we should let the Congress, Veterans organizations, the Domestic Council and whomever else we think of, know what has been accomplished. He would like to "go public" on the report with a covering press release about October 15.

Mr. Kolberg stated that he liked the report but thought that the implementation plans of DOL, NAB, and VA, as a result of the GAO study on OJT should be in the 1976 Plan of Action only, with perhaps a cross-reference to it in the Report for FY 1975. He stated that he was impressed with the number of man-years devoted to veterans activities. During last year, VES added 69 new AVERs, NAB hired 50 JFV Managers, VA put on 1,327 Vet Reps on campus and HEW hired 1,000 on campus in the VCIP. He said that now we have the people out there to work with veterans, they have had a chance to "settle in" and that Fiscal 1976 should be the year of payoff. He indicated that there must be more communication at the local level.

General Condon stated that the NAB effort has continued as strong as ever and that he thought last year was a good year despite the economy. There certainly was no reduced effort on the part of NAB - if there had been any less effort, they would not have come close to their goal. He indicated that the NAB effort to place veterans in jobs is limited only by the economy and that if conditions improved they could place 320,000, but only if the economy would permit it.

Mr. Hall stated that we now need accountability. With the additional people on board we need to know how, what and when. How many veterans are placed on how many colleges, numbers served, the makeup of agency hires, i.e., Vietnam-era, minorities, handicapped, etc. He reviewed the LVER status and stated that VES will have an LVER Directory, by name, which can be made available to the public. Mr. Hall discussed the procedures developed by the three member agencies (DOL, VA, and NAB) as a result of the release by Senator Hartke of the GAO study of the VA's on-the-job training program. He and Mr. Kolberg expressed the opinion that we should be grateful to the Hartke Committee for calling the shortcomings of this program to our attention.

Mr. Kolberg discussed question of reporting the sub-categories of Vietnam-era veterans identified as the main target group (young, minorities, handicapped). General Condon wants to keep the NAB reporting system as simple as possible because of their relationship with employers. He suggested that imposition of complicated reporting might discourage some of their employers from hiring the people they desire to assist. After a general discussion, it was decided that perhaps we could get a sampling of the trend in placements from the various reporting agencies.

Mr. Kearney suggested that the Committee look at the more positive side of the statistics for FY 1975. We should emphasize that placement of veterans did not go down even though national unemployment increased.

The Civil Service Commission report on total hires, by agency, with a breakdown of percentage of veteran hires and Vietnam-era veteran hires for FY 1975 was distributed to all those present. Mr. Burdetsky stated that he was going to ask someone to make an analysis of the DOL figures to determine what they really mean and suggested that other agencies do the same.

Mr. Kiernan suggested that we look more at employment figures as well as unemployment figures. He stated that there are more people employed now than in our entire history and fewer unemployed than during the height of the depression.

Mr. Kolberg again brought up the question of reporting and suggested that we could keep annual data, rather than quarterly, on progress. He stated that the Employment Service could keep a quarterly report and use that as a basis to see what is happening generally to the veteran population.

Dr. Beach stated that he would furnish a break out of characteristics (Vietnam-era, minority, etc.) of those placed on campus under the VCIP program.

General Condon discussed the work of the 50 JFV Managers and stated that the NAB placement goal was revised upward when they were brought on board. He stated that he would match NAB's record with any corporate goal.

Mr. Hall discussed the input needed from the other agencies for the Report of FY 1975 and the Plan of Action for FY 1976. He expressed the desire that we all take a shot at a little bit higher goals for next year and stated that next year we get this information together earlier instead of coming down to the last minute.

Mr. Hall again raised the question of relative position of the various agencies in veteran hires reflected by the CSC report. The VA tracks their hires on a monthly basis and it was suggested that copies of the VA format could be furnished members for use within their organizations to better their hiring record of veterans.

Mr. Hall discussed the Outreach and Public Information Plan. The renewal of the Blinded Veterans Association contract, outstationing ES personnel in USVAC's, an International Association of Chiefs of Police program, the Military Order of the Purple Heart mobile counseling and evaluation unit, development of an RFP based on the Public Information Plan, and development of a CETA/Veterans pamphlet. The Outreach and Public Information Plan, required by law, had no money provided with the legislation. Mr. Hall stated that money is now available and will be utilized for establishing these plans.

There was a discussion of the public service announcements used on TV and radio and it was pointed out that some stations across the United States are still using announcements released as much as three years ago. It was suggested that Larry Moen, Information Officer for the Manpower Administration, should be contacted to see what can be done. Some of these announcements, especially those released by the President's Committee for JFY, are confusing to people who may not know that the Committee is no longer in existence.

Colonel Edwards discussed the announcement of the monthly unemployment situation and asked if the veteran unemployment situation could be highlighted. Many people say that the war is over and why should we do anything for veterans. Mr. Kolberg indicated that veterans were covered in the BLS released and he did not think a relatively small segment could be given any more emphasis.

Mr. Kolberg observed that the working group and Mr. Hall had been meeting on a regular basis and that it had been six months since the entire group met. He stated that, with the working group meeting, there was no need for the entire group to meet more often than every six months. He thanked all those attending and, there being no further business, the meeting was adjourned.

[Subsequently, the following news articles concerning certain schools and VA benefits were ordered placed in the record:]

[From The Chronicle of Higher Education, Oct. 21, 1974]

A 'PARTNERSHIP' IS PROBED

FEDERAL AND STATE OFFICIALS LOOK INTO THE OPERATIONS OF A STATE UNIVERSITY AND A PROPRIETARY SCHOOL

(By Larry Van Dyne)

MARYVILLE, MO.—In the past year the financially troubled state university in this small rural Missouri town has signed up thousands of veterans in more than 40 states for a high-priced course in insurance salesmanship that is operated under contract by a private corporation headed by an alumnus.

Although exact figures are not available, sources say as many as 10,000 veterans may have been enrolled, that the private corporation may eventually take in as much as $16-million on their enrollments, and that the university may get up to $3-million—virtually all financed through federal money provided by the G.I. Bill.

The main partners in the complicated "external degree" arrangement are Northwest Missouri State University and Elba Systems Corp., which operates a proprietary correspondence school with headquarters in Denver. Because the arrangement's success depends so heavily on the availability of large numbers of students who are entitled to veterans' benefits, it has caused a major stir inside the Veterans Administration in Washington, a heavy load of check-processing and other work in the V.A.'s regional office in St. Louis, and objections from at least 11 of the "state approving agencies" whose endorsement is required before a course's students can get veterans' benefits.

SECRET REPORT BY G.A.O.

Serious questions about the program also have been raised in a secret Government Accounting Office report prepared at the request of the Congressional committees on veterans' affairs. Still more questions are coming from the Missouri Commission on Higher Education in the state capital, Jefferson City.

An investigation by *The Chronicle* in recent weeks has pieced together much of the story behind the Northwest Missouri-Elba partnership. In some ways it seems to have started as an alliance built on mutual desperation.

Northwest Missouri, which was founded here as a normal school in 1905 and worked its way up to regional university status two years ago, began about three years ago to experience a severe drop in enrollment. Its remote location in a corner of the state that is rapidly losing population and the glutted market for the teachers it has customarily produced were part of the problem, but it also lost several hundred students from Iowa, Kansas, and Nebraska after the state ordered it two years ago to begin cutting its traditionally high out-of-state enrollment.

Between the fall of 1971 and the fall of 1973, as these factors began to have their effects, the university's full-time equivalent enrollment plunged from 5,277 to 4,281—a 19-per-cent drop. New high-rise dormitories, the last of which opened only in the early 1970's, began to have a substantial number of vacancies, and three times the university was forced to seek emergency funding from the state legislature and the governor.

COMPANY'S PROFITS DROP

Elba Systems Corp., meanwhile, was having problems of its own. Elba was started in Denver in 1955 under the name "E. L. Barrett & Associates, Inc.," and for several years ran short-term seminars for insurance salesmen and sold them audio-visual equipment they could use to persuade their clients. In the mid-1960's, about the time the corporation's name was changed to Elba, it began packaging the audio-visual equipment, filmstrips, recordings, and other material into a correspondence course, and got it accredited by the National Home Study Council. Because the council is recognized by the U.S. Office of Education as a reputable private agency, its accreditation virtually assured that students in Elba's courses would be eligible for veterans' benefits.

In the late 1960's, however, Elba's profit graphs went into a spectacular dive—partially, it is understood, because the company had difficulties collecting fees from its students. In the fiscal year that ended April 30, 1969, the corporation reported net income of $2,558,520 on revenues of $12,543,340, but two years later (April 30, 1971) net income was down to $491,377.

More problems were to come. A new federal law, effective Jan. 1, 1973, began requiring correspondence schools like Elba to operate under stringent new recruiting and refund policies—policies that promised to hurt the corporation's profitability. On April 30, 1973—four months into the new federal regulations—the corporation reported a net loss of $266,431.

In the meantime, however, Elba and Northwest Missouri were getting together to discuss a possible partnership. It was a natural—and not just from a financial point of view. Elbert L. Barrett, the president of Elba and chairman of its board of directors, had grown up here, graduated from Northwest Missouri in the early 1930's, and in 1971 been among the first recipients of the university's new "distinguished alumnus" award. Robert P. Foster had been appointed as the university's registrar in 1948 and had been elevated to the presidency in 1964.

A PARTNERSHIP IS FORMED

After Mr. Foster made several remarks at an alumni function in early 1973 about the university's need to reach new students through new educational delivery systems, Mr. Barrett is said to have approached him about a possible partnership. At the time, it is understood, at least a couple of large state universities already had rejected similar Elba proposals, but Northwest Missouri decided to explore the possibility further. The university's board of regents gave their approval of the negotiations on March 6, 1973, and for the next few weeks Elba and Northwest officials shuttled between Denver and Maryville working out the details. On July 2 the contract was signed.

An inspection of the contract's terms and subsequent investigations reveal an "external degree" program that operates something like this:

Students are offered a 60-hour "associate in technology" degree from the university. The first 30 hours are credited for a three-part program that is run by Elba over a 10-month period under the university's "supervision." The three parts include Elba's old correspondence lessons (20 hours), a new series of 10 day-long, once-a-month lab sessions run in motel meeting rooms and other rented quarters around the country by traveling Elba instructors (6 hours), and two required "term papers" graded by Elba instructors (4 hours). The second 30 hours can be acquired by transferring credit from another college, by utilizing a variety of credit-by-examination and/or university correspondence programs, or by moving to Maryville for a year of on-campus study. Given the logistics, the first probably is the most realistic option.

The first 30-hour package—the part run by Elba—costs the student $2,107. Out of that, Northwest Missouri takes $330 (its regular on-campus tuition for one year), and Elba gets $1,777 (exactly the cost of its old correspondence lessons). Any veteran who enrolls stands to draw from the government at least $2,200 if he sees the course through to the end, and veterans with dependents get more ($3,160 for a veteran with a spouse and two children). This obviously allows him to pay for the course, and have a little money to spare.

Students, all but a handful of whom are veterans, are recruited by a force of more than 100 Elba salesmen, who contact clients by calling or visiting insurance and other financial agencies and selling the course to their neophyte salesmen. The Elba salesmen—who operate out of "division offices" in about a dozen cities across the country—are said to get $267 for each student they sign up.

The instructors, who travel a given geographic area to run the lab sessions in various motels, are paid by Elba. The university evidently insisted the instructors meet the Missouri Department of Education's certification requirements for vocational teachers (at least three years of job experience or two years and a bachelor's degree), but most apparently are former Elba employees with insurance experience or people trained in using Elba's sales system.

The 30-hour course is centered on teaching a student to use Elba's audio-visual equipment—a Bell and Howell-produced projector which synchronizes a film-strip and a casette tape. The film-strips, for the most part, are designed to be used by salesmen in "motivating" potential customers to buy a particular kind of life insurance, mutual fund, or other financial plan.

Although sources say the content of the film-strips has not been changed since they were packaged into the university's degree program, the titles of some have gone through an interesting linguistic upgrading. One that Elba used to call "To the Ladies," for example, is now called "Women's Market for Insurance." Another called "Our Twins Go to College" has become "Funding a College Education," and the "Man who Couldn't Retire" is now "Real Estate vs. Equity Programs as Retirement Benefits."

The university, according to the contract, is supposed to "supervise" the work of the Elba salesmen and instructors through its business and economics department. A reliable, independent evaluation of this monitoring is not available, but one Northwest Missouri official told *The Chronicle* that in his estimation "we have lost control of the program."

G.I. BENEFITS SOUGHT

On July 6, 1974—four days after Elba and Northwest Missouri signed their contract—the university formally requested that the program be approved so its students could draw veterans' benefits. The letter went to the office of Paul Smelser, who heads the veterans' approval agency in Missouri. As part of the support for the application, the university submitted a report by a consultant who had been sent to Maryville at the university's request the previous May by the Chicago-based North Central Association of Colleges and Secondary Schools, the agency responsible for the university's overall accreditation.

The North Central consultant, a man from the extension division of a major midwestern state university, had a few misgivings about the Elba arrangement but generally found it a worthy project. At the time of his visit, only a few months after Mr. Barrett had first broached his idea to President Foster, the North Central consultant observed that the university had not "rushed hurriedly into this program and that a considerable amount of thought and planning has taken place." Furthermore, he said, it was "not surprising" that the university should get together with a distinguished alumnus in an arrangement to "further their individual objectives and concerns." As far as he could tell, he said, the university's main motivation was its desire to "expand educational opportunity." He also said the university seemed to be making a "sincere effort" to maintain control over the program.

(Eight months later, another North Central consultant, a man who was a former official of another of Missouri's regional state universities, also generally approved of the Elba program. It was in line with recommendations of the Carnegie Commission on Higher Education and close to the intentions of the legislation that set up the federal Fund for the Improvement of Postsecondary Education, he said.)

On July 18, 1973—12 days after the university's request for approval—Mr. Smelser endorsed the program for veterans' benefits, relying on North Central's first report and information provided by the university. The program was off and running—so fast, in fact, that it was difficult to keep up with its growth.

"TENTATIVE APPROVAL"

Sometime in August or September the first students attended lab sessions in Kansas City. Later in September, President Foster appeared before the Missouri Commission on Higher Education, the state's coordinating board for higher education, to request its approval for the program, which he said would be operated in Kansas City. The commission, which has since been succeeded by a new board under a reorganization of the state government, gave its "tentative approval" for a "trial period," with instructions that the university report back with more information later. (A year later, that had not yet happened.)

In the last months of 1973 Elba's financial position apparently was getting so bad that the company began pressing the university to move far faster in enrolling students than it wanted to do. Elba's salesmen began rounding up students so fast that by mid-April, 1974, the enrollment had reached 4,369—all but 20 of whom were veterans. Lab sessions were being held in about 150 cities.

Then some difficulties were encountered. On April 25, the Veterans Administration in Washington ordered that within 30 days the veterans' approval agency in each state where lab sessions were being held would have to give its sanction, or the programs would have to be shut down. Ten such agencies—in Illinois, Maine, Massachusetts, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Puerto Rico, and West Virginia—ordered the program halted in their jurisdictions. Kentucky said it would allow students already enrolled to continue, but prohibited further recruiting.

BLASTED IN KENTUCKY

Many of the withdrawals were based on state laws against out-of-state operations, rather than on objections to the quality of the program. Some states—notably Tennessee—thought it was a good program and found the students enthusiastic. But the Kentucky agency, after visits to five lab sessions, wrote a blistering evaluation. It said:

"The level of instruction is below the level . . . usually found at the higher-education level."

"Northwest Missouri [University] . . . seems to have little, if anything, to do with the selling, operation, or implementation of this training course. . . . Even the motel-bulletin notices where classes are held list Elba . . . instead of Northwest Missouri. . . ."

"Some of the students enrolled were totally unaware that a college degree was involved in this program. Their only interest was to obtain the audio-visual equipment and techniques to be utilized in selling more insurance. . . ."

"We also find it highly unusual and against the basic intent of the G.I. Bill to have veterans sign a power of attorney to a school for disbursement of their V.A. benefit payments."

BANKING ARRANGEMENT

The last objection refers to the method worked out by Elba and Northwest Missouri for receiving the veterans' monthly checks in a way that avoided Elba's chronic collection problems. According to law the Veterans Administration must send the checks to the address a veteran specifies, and nearly all those in this program have given instructions to send the checks to an escrow account at the United Missouri Bank in Kansas City. After holding the checks for 10 business days and making sure the veteran doesn't want it forwarded (most don't), the bank is said to transfer the money to Northwest Missouri's account. From there the university takes out its share, sends Elba its share, and forwards what's left to the veteran himself.

The objections from Kentucky and the 10 other states were only part of the difficulties that the program has experienced. The processing of applications and other papers on the campus here in Maryville has created such a burden that, by one account, the university has had to hire 35 new staff members. The veterans' affairs committees in Congress have become disturbed about the program and ordered a still-incomplete investigation by auditors from the Government Accounting Office.

EVALUATION PLANNED

Last week, after *The Chronicle's* investigation became known, other newspapers in Missouri began looking into the program. The Veterans Administration's Washington office has asked for comments about the program from the North Central accrediting agency and from the division of the U.S. Office of Education that monitors and approves the nation's accrediting organizations. By coincidence, North Central has a regular evaluation visit planned for next month and will take another look at the Elba program.

In addition, the Missouri Commission on Higher Education and the Missouri governor's budget office are said to be interested in the size of the university's income from the program, in its expenses, and in what Northwest Missouri has done with any profits it may have made. Last week the university promised to make a "full presentation" on those points.

The full scope of the program is not entirely clear, because it has expanded so fast that bookkeeping often falls somewhat behind.

Various officials in the Veterans Administration, the university, and Elba have given *The Chronicle* estimates of current enrollment that range from 8,400 to 10,000. Using 9,000 as a basis of calculations, it may be that the Veterans Administration will eventually pay out something like $24.3-million for their courses—$16 million of which will go to Elba, $3 million to the university, and the rest to veterans themselves.

Mr. Barrett, Elba's president, declined to be quoted on the financial details of the program, and Mr. Foster of Northwest Missouri could not be reached for comment.

Last week it was also learned that Northwest Missouri had begun to have serious misgivings about the partnership and might be considering pulling out of the contract. Elba, meanwhile, was said to be searching, in several states, for alternative colleges to team up with.

[From the Denver Post, Nov. 5, 1974]

ELBA SAYS STATES HALT SALES COURSES

Elba Systems Corp., Denver, said 13 states, most of them in New England, have taken steps to halt sales courses offered by Elba and Northwest Missouri State University, Maryville, Mo.

The company said that in most cases states were objecting to the Elba courses because Northwest Missouri was conducting them without the approval of local education authorities.

In the first five months of its fiscal year which began May 1, Elba said, its revenues from the courses in the 13 states were $2 million—about one-fourth of its total revenues for that period. The company said it couldn't determine what effect the state actions would have on its revenues for the current fiscal year.

The first of Elba's "Career Education Centers" opened in Kansas City, Mo., in the summer of 1973. E. L. Barrett, Elba president, said at the time that students taking Elba's courses at the centers would "receive university credits toward an associate of technology degree in life-insurance sales management or equity-programs sales management."

Earlier in 1973, the company terminated its operations in Germany because according to Barrett, "the U.S. Army obstructed sales of Elba educational programs to military personnel there."

In February, 1974, Barrett said Elba's arrangement with Northwest Missouri "provides 10 university-credit courses in salesmanship and sales management." He added that the program "has resulted in sizable increases in Elba's sales the past two months."

Elba's annual meeting of shareholders was in Denver Friday, and three directors were re-elected for three-year terms. The three were Arthur Mason Jr., professor in the College of Business Administration, University of Denver; Paul Norton, retired executive vice president of New York Life, and T. A. Sick, chairman of Security Mutual Life.

[From the Roanoke Times, Nov. 10, 1974]

OFF-CAMPUS PROGRAMS RAISE EYEBROWS

(By Eric Wentworth)

By the summer of 1972 Upper Iowa University had good cause to worry about survival. Its costs were soaring all across the board. More ominous, its enrollments were falling by some 10 percent each year as students turned to low-tuition public campuses.

Then Upper Iowa found a way to tap the massive and long-neglected adult market for off-campus degrees. Today, with 1,500 study-by-mail adults from Washington, D.C., to Alaska supplying welcome revenues, the century-old private Corn Belt college has a new lease on life.

The current scramble by scores of colleges, some desperate for funds, to launch off-campus degree programs and other income-producing innovations is causing accrediting groups and other guardians of academic quality some concern.

Upper Iowa's program has stirred particular interest, because the college has contracted with a subsidiary of the Atalantis Group, Inc., a firm in Roanoke, for marketing, logistics and academic services.

The man who sold Upper Iowa on the contracting approach—Atalantis Vice President William R. Hauser of Roanoke—has a flair for fantasy in selling himself to other people.

"We don't want to be known as a mickey-mouse diploma mill," Upper Iowa President Aldrich K. Paul declares. He and Charles B. Clark, his chief academic aide, have taken pains to protect the new program's quality—a task made more difficult by Roanoke's remoteness from the Fayette, Iowa, campus.

Their efforts were rewarded last summer, when a special team sent to Fayette by the North Central Association, which accredits Upper Iowa, checked out the program and pronounced it academically sound.

Talks with a score of the federal employes and other credential-conscious adults in the Washington area pursuing their bachelor's degrees in the program confirm that verdict.

"This is going to be as good a degree as you can get anywhere else, only you've got to work a little harder," says Howell J. Farnworth, a church fundraiser in Fairfax, and one of hundreds of Washington-area students.

Still, whenever a non-profit college signs up with a profit-oriented company for something more than laundry or other conventional services, it's bound to stir worries about Hucksterism.

Other colleges have raised eyebrows lately by using outside firms for recruiting and image-polishing. Upper Iowa has gone further with Roanoke by buying a package of services which include student counseling and grading of lessons.

The college itself was pleased enough with the arrangement to elect Price H. Hurst, owner-president of the Atalantis Group, which also operates correspondence schools and an advertising agency, to its board of trustees last November.

Upper Iowa President Paul recently estimated that off-campus revenues will cover up to 10 per cent of the college's $2.2 million campus operating budget this year. The new revenues are especially welcome, because traditional student enrollment dropped still further this fall to 536, less than half of campus capacity.

But the North Central Accrediting team, in its report last summer, said the question of whether Upper Iowa's affiliation with Hurst's other commercial interests "in some way contaminates the program is something we could not judge, and which we suspect cannot be assessed at this time.

"It was our impression," the team added, "that, as of now, (Upper Iowa) exerts effective control over all aspects of quality . . . It is conceivable that the relationship could change."

Upper Iowa had begun looking into off-campus study possibilities early in 1972 but realized it lacked the financing, facilities, market access and know-how to run a major program on its own.

"In the rural setting of Iowa," Paul observed, "you may have the greatest idea—but if you can't market it, you're dead."

Then came a July, 1972, solicitation letter from Hauser in Roanoke—one of many he mailed that summer to colleges around the country.

Hauser had sold Hurst on the idea of service contracts with colleges for off-campus degree programs after joining Hurst's Atalantis staff the year before as academic vice president. Hauser brought to this job a University of Pittsburg Ph. D. plus 13 years of campus teaching and administration in the South and at the time was international president of Phi Gamma Delta Fraternity.

Hurst recently recalled that he hired Hauser because his background "stood him tall," and he "spoke like a professor, he had the bearing of a college president and he dressed like a businessman."

Upper Iowa officials were also impressed by Hauser when they invited him out to their campus after studying his letter. Evidently neither Hurst in Roanoke nor Paul and his associates in Fayette spotted Hauser's tendency to embellish certain chapters of his life.

Indeed, Upper Iowa was sufficiently impressed to make Hauser "dean" of what became the college's new "extension division" in Roanoke.

The North Central accrediting team, however, reported "some question as to whether Upper Iowa's extension arm with Hauser as dean was "really appropriate."

As Upper Iowa's Roanoke faculty, Hauser and a few local educators have been responsible for grading lessons and answering queries from study-at-home students.

Upper Iowa approves the credentials of these Roanoke faculty members as part of its effort to uphold academic standards and protect its good name with North Central. It also retains the last word on admitting new students.

However numerous their acceptable prior credits, Upper Iowa's off-campus degree students must take at least four home-study "modules" at $300 each. These "modules," each worth eight semester hours' credit, were prepared by the college's regular Fayette faculty—some of them skeptical at first.

Upper Iowa also requires these students to spend one or two four-week sessions in residence on its campus. (Upper Iowa officials learned recently that an obscure state law requires a full academic year's residency for degree candidates. The law may be changed next year.)

Hurst's operation, in Roanoke, handles newspaper and poster advertising for the program, buys the textbooks and prints and mails out the "module" lessons. His nationwide network of "counselors," roughly 10 full-timers on salary and the rest part-timers on commission, recruit by contacting people who answer the "you can earn your college degree at home" ads.

Though Hurst's firm receives $200 from each $300 "module" fee, he said recently the Upper Iowa contract ran some $60,000 in the red for the first year. He blamed book-buying and other start-up costs and hoped for better results as new students signed up and old ones took additional "modules."

Whether or not the Upper Iowa contract ever proves a big moneymaker itself, it has given Hurst and Hauser a foot in the door toward their goal of corralling as many as half a dozen college clients.

To give this venture some stature, they have set up a subsidiary of the Atalantis Group, which they call the American Institute for Advanced Study—a name calling to mind the prestigious Princeton think-tank, the Institute for Advanced Study.

Newspaper articles earlier this year described the Roanoke institute as "a consortium of accredited American universities specializing in coordinated off-campus degree programs."

So far the only "consortium" member is Upper Iowa. Hauser's efforts to line up other colleges have caused some embarrassing episodes.

Last spring, in a press release and a notice to Virginia vocational teachers, Hauser announced a new "coordinated" program between Upper Iowa and Virginia Polytechnic Institute and State University in Blacksburg. The teachers, under this program, could take Upper Iowa courses, supposedly for fully acceptable credit toward Virginia Tech degrees.

Hauser said recently he thought he had approval for this announcement, which followed discussions with a Blacksburg professor. But irate Virginia Tech officials denied the existence of any "coordinated" program.

In another episode last spring newspaper ads in Baltimore, Birmingham, Detroit and other cities announced a home-study, bachelor of science degree program for nurses. Inquiries were invited to Hauser at the "University of Tampa Continuing Education Division" in Roanoke.

Hauser had been negotiating with Tampa for some time for a contract to market such a program, and insisted recently he had an oral go-ahead to run the ads.

But red-faced Tampa officials told a different story: That Hauser's proposal was still awaiting a faculty approval when the ads unexpectedly appeared. For this and other reasons, Tampa rejected the proposal.

If such incidents raise any questions about Roanoke's credibility, the questions are compounded by Hauser's penchant for poetic license about himself—in conversation and, especially, in the personal resumes he has supplied to Upper Iowa and others.

Questioned about his resumes, Hauser insisted most of their contents was accurate.

He professed to be mystified about how some of the wrong information got included—such as membership in Phi Beta Kappa, the prestige society of top student scholars, which appeared in one resume a few years ago as well as in his 1967–68 "Who's Who in American Education" entry.

At the same time Hauser acknowledged some misstatements of fact were deliberate: "I just accumulate a little additional credit on my own. It doesn't do anybody any harm, and it does me a world of good."

The 54-year-old educator admitted, for example, that he had never received a Bronze Star for gallantry, a Silver Star, a Combat Infantryman Badge or a Purple Heart.

"That is my fabrication," he said. "I'm sorry, but I'm not ashamed."

Though he was an Army commissioned officer during World War II and again during the Korean War, he was never in combat. Furthermore, he left uniform after Korea as a captain—rather than a major as his resumes show.

Hauser went so far last June as to sign his name over the title "Colonel, USA, Ret." in a letter to one Upper Iowa off-campus student.

Asked about that, he said, "If I did, it was in jest." He added that he might have signed another letter as a general.

On the civilian front Hauser's resumes exaggerate his roles in several community-service activities a few years ago in Atlanta.

Hauser's recent resumes list "Principles of Real Estate" as one of his several published books.

"Principles of Real Estate" is in fact a loose-leaf volume of lessons on the subject for a new Hurst correspondence-course venture. In the only reference to individual authorship, its preface states, "The materials of this text were assembled by a licensed real estate broker."

Questioned, Hauser said he was licensed in Georgia—but only as a salesman, not a broker, and under an assumed name. He declined to divulge the assumed name, or his employer's identity, on grounds it would be embarrassing and might "get a friend in trouble." He insisted, though, that being licensed under an assumed name was legal.

But Elmer Borgschatz, Georgia real estate commissioner, flatly disagreed: "It is illegal, and you can quote me on that."

Publication of these disclosures might have posed a dilemma for Hurst, and for Paul and others at Upper Iowa. Hauser unquestionably had a major hand in getting Upper Iowa's new program off the ground, and he insisted he would do nothing to jeopardize its success.

At the same time, however, credibility is a precious commodity these days in education as well as politics—especially for colleges like Upper Iowa which, under the wary eye of traditionalists, are trying to market new programs in new ways to help assure their own survival.

On Friday, with publication of this story imminent, Hauser resolved the dilemma ahead of time. Expressing concern that the disclosures about him would endanger the program, he proceeded to hand Hurst his resignation.

Hauser denied that he has ever deliberately falsified facts on his resumes, saying the quote about "fabrication" in the story was taken out of context.

Hauser said the quote referred to his efforts to obtain a certificate as a honorary citizen of Texas and to be listed in such publications as Personalities of the South—things which can be added to a resume, but don't necessarily represent significant accomplishments.

Hauser said he didn't intend the comment to refer to the fabrication of awards or honors, such as the Bronze and Silver stars mentioned in the Post story.

Hauser said he has never received the combat medals and he doesn't know how they got listed on his resume. He said he doesn't know where the Post reported got the resumes he cites in the story.

Hauser confirmed that he told the Post reporter that he was a licensed real estate salesman in Georgia, but he recalls that he made the comment in a moment of anger—and in the form of a supposition—near the end of a long conversation in which the reporter questioned him about the volume on real estate.

Hauser said he collected the materials in the text from real estate brokers in the Roanoke area.

[From the Roanoke Times, Nov. 10, 1974]

"FATHER" OF IOWA PROGRAMS RESIGNS HIS ROANOKE POST

(By Joel Turner)

The Roanoke man who sold Upper Iowa University on the idea of a nationwide off-campus degree program quit his job late Friday.

William R. Hauser, vice president of the Atalantic Group, Inc., submitted his resignation after learning of the impending publication of a Washington Post story accusing him of "a flair for fantasy."

The story, published elsewhere on this page, raises questions about Hauser's credibility and, indirectly, possible questions about the long-range quality of the Upper Iowa program.

In an interview with a Roanoke Times reporter on Friday, Hauser's boss, Price Hurst of Roanoke, insisted that the credibility of Upper Iowa's accredited program "can't be shaken" by questions about the credibility of one individual (Hauser)."

However, Hurst seemed to be uncertain about whether Hauser would remain with the program and his Roanoke firm after publication of the Post story.

Early Friday afternoon, Hauser confirmed some parts of the story by Post reporter Eric Wentworth, but he said that he had been quoted out of context and that some statements in the story were misleading.

Late Friday, however, Hauser handed Hurst his resignation rather than endanger the program. Hurst told The Times he did not ask for Hauser's resignation, but that he had accepted it. He declined further comment.

In the Friday interview with The Times, Hurst said he questioned the motives and accuracy of some parts of the Post's story.

At the same time, Hurst said he hadn't known beforehand about the discrepancies in Hauser's background and resume cited by reporter Wentworth. "If these things are documented, it could raise some questions," he said.

Hauser said that he is not a licensed real estate salesman or broker in Georgia, either under his own name or an assumed name.

Hurst said that he checked into Hauser's educational qualifications when he hired him, not his military record or other personal matters.

Hurst said that Hauser has done an "excellent job for what he was hired to do" in the research and development of services for the off-campus study programs.

Hurst said he doesn't think Hauser deliberately tries to "embellish certain chapters if his life," but he conceded that Hauser tends to emphasize the "pleasant things" in his past.

"I think we all have a tendency to remember the pleasant things more than the unpleasant things," he said.

Hurst doesn't blame Hauser for the episodes involving the news releases and ads about Upper Iowa's "coordinated program" with Virginia Tech and "University of Tampa Continuing Education Division" in Roanoke.

Hurst said that in both cases his firm was operating in good faith when it made the announcements.

He said Virginia Tech officials approached the Roanoke firm about the coordinated program, but backed off after they got some political feedback from an unidentified school in Tidewater.

Hurst denied there was any deliberate effort to falsely promote the American Institute for Advanced Study as a "consortium" of universities specializing in off-campus degree programs.

At the time the institute was described as a "consortium" earlier this year, he said his firm believed the University of Tampa had agreed to work with the institute and this meant that two schools—Tampa and Upper Iowa—constituted a consortium.

Once Tampa rejected the proposal, the institute was no longer described as a consortium. And he said there are no plans to describe it as a consortium even if additional schools agree to work with it.

Hurst said his firm is currently talking with four universities about a services contract for off-campus programs, but he indicated that several other schools have recently discontinued talks with his firm.

Hurst said his firm is now makng a profit on the Upper Iowa contract and that finances have improved since he talked with the Post reporter earlier.

He said this has happened because a lot of students are re-enrolling and this saves the recruitment costs. "You don't have to put out money to get these students back," he said.

Hurst said that all members of the Roanoke faculty of Upper Iowa have at least a master's degree in their fields of specialization.

The faculty members, he said, include: Geoffrey D. Roscoe, public administration, politics and government; Betsy Harr, psychology and literature; Jim Branscome, American Civilization and European history; W. J. Smith, business management, finance; and Lewis Smith, economics.

Hurst said he has no fears that Upper Iowa will lose control over the program and the aspects of quality.

"It wouldn't make good sense even from a business point of view," he said, "to water down what is educationally sound and what makes the program a viable one."

[From the Chronicle, Nov. 11, 1974]

V.A. WOULD CURB ELBA—BIG "EXTERNAL DEGREE" SCHEME WOULD BE HIT

(By Larry Van Dyne)

WASHINGTON.—The Veterans Administration last week issued new regulations that would severely restrict the operation of a huge "external degree" program offered by Northwest Missouri State University and Elba Systems Corporation—a program that has been the subject of a recent intensive federal investigation.

Over the last year the university has enrolled nearly 10,000 veterans in a high-priced, off-campus course in salesmanship that was developed and taught on contract by Elba, a Denver-based proprietary correspondence school.

The program—which involves a combination of home-study lessons, once-a-month workshops in hotel rooms in various cities, and a couple of term papers—has been financed largely by enrolling veterans who have access to money for the course through the G.I. Bill. Some estimates indicate that the program could, by next June 30, gross the university nearly $2.8-million in tuition and Elba another $15.2-million. (See The Chronicle, Oct. 21.)

TWO EFFECTS

Those figures may be high, however, because the V.A.'s new regulations have created uncertainty about whether the course can continue and because Northwest Missouri has received so much criticism of the course that it is considering breaking its partnership with Elba.

The new regulations, which were developed jointly by the Veterans Administration and the two Congressional committees that oversee the operation of the G.I. Bill, do not specifically mention the Northwest Missouri-Elba program, but it was known to be the main impetus for them. They would undercut the feasibility and profitability of the program in at least two ways:

Elba, since it does the actual teaching in the course, would be required to win state approval for it on its own, rather than trading on the status of Northwest Missouri, which is accredited by the North Central Association of Colleges and Secondary Schools.

This new approval requirement would probably force the course into a different reimbursement category in which veterans would be paid substantially less for taking it than they currently are.

More information on the scope and financing of the program has become available in a financial report presented by the university to the budget office of the Missouri governor. A university official reported that 9,970 students were enrolled in the course as of Oct. 9—most of them veterans. That is more than twice as many students as the university has on its home campus in Maryville, a small town in the rural northwest corner of the state.

Further, the official said, the university expected to gross about $2.8-million from the program through June 30, 1975. Of that, about $800,000 would go to cover expenses in the program, another $442,103 would be held in a reserve for student refunds, and $1.6-million would be transferred to other university accounts to cover operating deficits from underused dormitories, to upgrade the library, and for maintenance and agricultural programs.

Meanwhile, the university's president, Robert P. Foster, who was unavailable for comment at the time of the previous Chronicle story on the program, said in a telephone interview that he believed the program was basically sound, despite criticism of it. He stressed that it was reaching people who could not be served by on-campus programs, that university supervision of the Elba-hired instructors was adequate, that the quality of instruction was good, and that students were enthusiastic.

"MOST EMBARRASSING"

"I want a quality program," he said. "I don't want anything shabby. The integrity of this institution is my major concern, and I intend to protect it."

He said he had not been aware that serious questions about the program's sudden growth and heavy veteran enrollment had been raised several weeks ago in a study conducted by the federal General Accounting Office for the veterans' committees in Congress. "This has been most embarrassing," he said. "I just wish anyone who had concerns about the program would have had the courtesy to ask me for an explanation."

The V.A., which published the new regulations last week in the Federal Register, will accept public comment on them through Dec. 5 and then wait 10 days before making a final version effective.

[From the Wall Street Journal, Nov. 4, 1974]

ELBA SAYS UNIVERSITY SEEKS TO END VENTURE FOR EXTERNAL DEGREES

(By a Wall Street Journal, Staff Reporter)

DENVER.—Elba Systems Corp. said Northwest Missouri State University, Maryville, Mo., notified it of the university's desire to end new enrollments in the two-year joint external-degree program with Elba, which uses the concern's educational materials.

Almost all of Elba's sales since last Jan. 1 have been from the program with Northwest Missouri. Elba's sales for the six months, ended Oct. 31, totaled about $10.7 million. The company declined to provide earnings figures for the period.

Elba said it expects to be able to work out an orderly termination of the program. Students presently enrolled at Northwest Missouri State will be permitted to finish at least the first year of study.

E. L. Barrett, Elba president, said the company has contracted with an unidentified college in Nebraska that provides for a similar external-degree program. In addition, negotiations are under way with six other colleges and universities for these programs. Mr. Barrett said Elba's plan is to have 12 regional universities, coinciding with Elba's 12 regional offices, offering external-degree programs, using its educational materials.

Students enrolled at Northwest Missouri State and ready for second-year courses will be able, at their option, to continue through these colleges and universities. Credits earned at Northwest Missouri will be transferable.

Elba expects to begin enrollment at the Nebraska college by Dec. 1, after all required approvals of the Veterans Administration have been received and necessary administrative procedures have been established.

Elba, which markets home-study courses and audio-visual products, said it is unable to predict the effect on its sales and net income of the proposed termination, but said sales may be lower until other colleges and universities can be brought into the external-degree program and full operations can be reestablished.

Mr. Barrett said the move by Northwestern Missouri isn't related to the previously reported attempt by 13 states to stop the degree program. The states were objecting to the university conducting classes without approval of local education authorities.

[From the Chicago Tribune, Mar. 2, 1975]

PACT WITH BANKS AIDS MAIL SCHOOL

Executives of a Chicago-based correspondence school whose financial dealings with 47 banks have been the subject of a federal investigation announced that they have signed an agreement with the lenders "that should resolve the financial difficulties of the school."

Sherman C. Christensen, president of Advance Schools, Inc., 5900 N. Northwest Highway, issued the statement after a series of meetings arranged by federal Health, Education, and Welfare authorities between the school and banks which have written millions of dollars worth of federally-guaranteed loans for its students.

Christensen assured the thousands of persons taking advance mail order courses their training will continue without interruption. The school provides instruction in automobile and appliance maintenance and secretarial skills.

Federal authorities began their inquiry into the school's finances after representatives of the 47 banks—many Chicago-based—contacted HEW Secretary Casper Weinberger to say they feared the government would stop underwriting loans forcing the school to close.

The bankers had become alarmed after hearing HEW planned to tighten rules for its correspondence schools loan program.

The HEW investigation disclosed that Advance was beset by a variety of business woes. The first difficulty came when the prime interest rate soared above 10 per cent in early 1974.

The Government pays subsidies to both the school and the lenders to make up the difference between the 7 per cent interest the student pays and the prevailing interest rate. There is a 10 per cent ceiling, however, and the banks can make more money thru home, auto, and consumer loans.

The school, which holds $60 million in loans made to its own students, encountered a "cash flow" problem. The new agreement provides for bank loans to relieve this problem, as well as commitments for long-term financial aid to the company.

Advance students have bank loans totaling $69 million under the federal guaranteed student loan program. Charles Chase, an Advance spokesman, said that the school has 80,000 students.

Weinberger told worried bankers the federal government would stand behind the commitments it has made.

A spokesman for the banks said most of them have signed the agreement and the rest were expected to sign soon.

Richard Friedman, midwest regional director of HEW, said the investigation into Advance revealed no evidence of wrongdoing.

[From the Los Angeles Times, Mar. 19, 1975]

WINDSOR U.—AN EDUCATION IN BITTERNESS

SCHOOL TO AID BLACKS, BACKED BY POLITICIANS, UNDER INVESTIGATION

(By Mike Goodman)

Windsor University opened its doors three years ago offering "new frontiers of higher education," and its black leadership promoted it in the chambers of political power as the way for blacks to break out of the ghetto.

The Los Angeles school quickly gained the support of some of California's most powerful black politicians, possibly encouraged by campaign contributions from top Windsor officials.

The State Department of Education's Division of School Approvals granted "state approved" status without customary probation and later renewed the approval over the strong objections of the division's Los Angeles area supervisor.

And Windsor quickly won its "candidacy" for accreditation, paving the way for essential federal funding programs.

To help the experimental school financially, a unique agreement between Windsor and the city of Los Angeles was approved by the City Council, authorizing Windsor to sell $1.5 million in tax-free bonds.

Windsor offered an alluring package. In one year of "self study," prospective students were told, they could earn a vocational, bachelor's or master's degree. Later, a Ph.D. could be acquired through Windsor's sister school, Laurence University of Goleta. The fee runs between $2,000 and $3,000, available through government loans arranged by Windsor.

By late 1973 hundreds of students—mostly black—were enrolled in the remodeled, three-story commercial building at 4625 Crenshaw Blvd., drawn there by heavy radio and newspaper advertising.

Many students were convinced by counselors to finance their studies through the federally guaranteed loans, which were payable to the university through commercial lending institutions. Windsor would make all the arrangements.

Politicians who lent their names and influence: Lt-Gov. (then state Sen.) Mervyn Dymally, Assemblyman Leon Ralph (D-Los Angeles), Congresswoman Yvonne Brathwaite Burke (D-Los Angeles), Los Angeles City Councilman David Cunningham and several prominent black civic leaders and educators, including C. Z. Wilson, vice chancellor of UCLA, who became a member of Windsor's board of directors.

But today Windsor is a bitter and expensive memory for many former students and teachers.

And some of the black politicians who pushed so hard in Windsor's behalf now say they are shocked over recent events.

Because, as it turned out, Windsor University never was quite what its founders had promised, and now it appears it may never be.

"I thought because I was black they'd treat me like a brother, but they ripped me off," said Robert Thomas, 23, an Army veteran who says he did not get what he expected for the $837 down payment that the Veterans' Administration paid to Windsor in his behalf.

Thomas was one of many students and teachers who told similar stories to The Times and state investigators. Others defended the school and said they were satisfied with their degrees.

Charges documented by federal court records, state authorities and their records, and The Times include:

Top officials with Windsor, including Chancellor Clark E. Parker, listed credentials they never earned in school publications and various reports to the state.

The school promoted itself through misleading advertising, including claims that it had "accredited degree programs." In fact, the school never has been accredited and even its candidacy for accreditation has been canceled effective June 30, 1975.

The school used the political power of Dymally, Burke and others to get preferred treatment for Windsor from federal, state and Los Angeles authorities.

Federal authorities were misled in official documents in [illegible] vain effort to increase Windsor's federal guarantee limit for student loans by $1.5 million. When federal authorities refused, Windsor filed suit in an unsuccessful effort to force the federal government to raise the limit.

An association was claimed with Antioch College long after that association was terminated by Antioch. An early Windsor catalogue also claimed an affiliation with the Columbia School of Broadcasting, but that claim was dropped from subsequent publications after Columbia officials protested to Windsor that no such affiliation had ever existed.

Despite claims of poverty, Windsor reportedly compiled a substantial surplus during its first year of operation.

School officials such as Chancellor Parker blame some problems on normal growing pains suffered by a struggling, experimental school on a short budget.

"Why pick on us—because we're black and trying to help the community?" Parker asked a reporter.

"If Rockefeller or Ford (Foundation) were behind this school it would be fine, but blacks are involved so it's different," added Parker, an insurance executive with a variety of business holdings such as a radio station and several day-care centers.

Parker, 34, said he has poured $800,000 of his personal income into Windsor without receiving any salary.

Windsor attracted the scrutiny of state investigators soon after the university was formed because of questions raised about the credentials of Parker and his wife, Jeanette, then vice chancellor and a corporate officer.

A woman who knew the Parkers notified state officials that the impressive degrees the Parkers claimed for themselves simply did not exist.

"This couple at one time was an honest couple, but lately they have gotten off on the wrong foot," the woman said in a letter to the state Department of Education.

Documents filed by Parker with the state include a personal data form in January, 1973, in which he stated that he had completed undergraduate and graduate work at UCLA, majoring in math and law.

The form was filled out by hand and signed "under penalty of perjury" by Parker. Parker told The Times, however, "I don't remember anything about that."

In a subsequent stream of Windsor brochures, catalogues and reports to the state, Parker's degrees were listed in a variety of ways. Sometimes it was "Clark Parker, BS, MS, LLB, University of California, Los Angeles." In another publication, however, the "BS" was replaced with two "MA" degrees and the "LLB" sometimes became an "LLD." In the most recent publication, Parker was listed with only an "LLD."

Parker never attended regular classes at UCLA, a spokesman said. When asked by The Times where he earned his degrees, Parker refused to answer.

Questions over Parker's credentials led to an investigation by the state in 1973 and 1974 into the qualifications of other faculty members and administrative staff.

At least 10 former faculty members or staff either filed falsified applications with the state concerning prison records, or Windsor officials failed to supply proper probation information on them regarding police records, ranging from attempted murder to repeated arrests for prostitution.

State investigators also discovered misleading advertising concerning accreditation and Veterans Administration benefits. A meeting was called with Windsor officials.

"They agreed not to do it. Of course, they turned right around and did it again," recalled Herbert Summers, director of the state School Approvals Division.

In 1973, Windsor was granted "candidacy" status by the Western Assn. of Schools and Colleges (WASC), the powerful accrediting agency for all higher education in this region.

In June, 1974, the School Approvals Division renewed its approval of Windsor partly because the university's candidacy status was still in effect and the state division has historically relied on the investigating ability of WASC, Summers said.

"We've been badly burned by WASC on this one, but we'll never rely on them again. We accepted their mistake and compounded it," Summers added.

By late 1974, WASC officials, reacting to mounting criticism over the handling of Windsor, ordered a thorough review that extended into 1975.

It was during this period that Windsor exercised its most powerful political muscles.

The seven-member WASC investigating team was taken to a special luncheon as they concluded the study in February.

Present were Dymally, Assemblyman Ralph, Councilman Cunningham and aides from the offices of Bradley, Burke and county supervisor Kenneth Hahn, plus Donald Henson, an HEW official, and James H. Cleaver, managing editor of the Los Angeles Sentinel.

"They stood up one at a time, giving a harangue" to grant Windsor full accreditation, said one team member who asked not to be identified.

When political figures spoke they "implied political action" if accreditation was denied, the WASC official added. "The tone was . . . 'You damned well better give it to them.' "

But last week in a rare action the traditionally cautious WASC commission not only denied accreditation but refused to renew Windsor's candidacy status when it expires June 30.

To some WASC commission members, the experience with Windsor has been one of political intimidation and pressure, beginning in 1973 in a meeting with Parker, Dymally and Chester Wright, Windsor's president. Kay Anderson, WASC executive director, and John Cantelon, a USC vice president and the accreditation commission chairman, said that Dymally and the others pushed hard for WASC to grant Windsor candidacy status.

Cantelon described it as a "very intimidating meeting."

"There were implications of threats (that) if you don't conform, we're going to see to it that the state gets into this," Cantelon said.

Dean E. McHenry, former chancellor of UC Santa Cruz and former WASC president, added, "We were threatened with Dymally by the Windsor people two or three times."

Dymally was then a state senator on the Education Committee and told the WASC officials he would introduce legislation to make accreditation a state function, putting WASC out of business.

Dymally did introduce just such a bill, but it died, he said, because he "didn't have time" to pursue it.

Dymally has been listed as an associate professor at Windsor, although he says he never taught there, and has served as vice president in charge of public affairs and a member of the board of trustees of Laurence University, another Parker enterprise. He said he has never been paid and served only as a "labor of love."

Parker is a personal friend of Dymally, and has been a contributor and fund raiser in Dymally's political campaigns.

In an interview with The Times, Dymally strongly defended his efforts in Windsor's behalf and sharply attached the accreditation commission.

He called the members of the commission "professional hacks," who are "intellectually dishonest" and racially motivated.

Asked about the alleged intimidation, Dymally slammed his fist onto his desk and shouted that "I have never intimidated anybody in the 12 years I've been in public office."

Dymally said he is a strong believer in the concept of "universities without walls," and only recalled one visit to the Windsor campus. He said all of his information about the school's activities and finances came from Parker and Wright, the university president.

On the federal level, Windsor received strong support from Rep. Burke, who now says she is "shocked and stunned" by recent developments.

The Parkers and Burkes are personal friends. Parker contributed more than a thousand dollars to Mrs. Burke's most recent election and was chairman of her campaign finance committee in her race for Congress, which raised $25,000 in one dinner.

Windsor's growth depended primarily upon federally guaranteed student loans and federal grants funded through the department of Health, Education and Welfare.

In an interview last Dec. 17 with Gene Ferguson, a reporter for Los Angeles radio station KPOL, HEW Secretary Casper Weinberger said Rep. Burke had been highly instrumental in getting federal aid for Windsor. The interview was never aired.

"I have great respect for her and I think that's one of the things that has speeded our consideration in these matters," Weinberger said.

Rep. Burke told The Times that she worked for the school because it was in her district, and she believed Windsor University could fill a great need in the black community.

She also said she would check immediately into Parker's credentials and other university matters.

Windsor, through Rep. Burke, was trying to convince HEW to grant Windsor a student loan limit of $1.5 million. Windsor students already have borrowed more than $196,000 under the federal student loan program and many other students have acquired loans through the Veteran's Administration.

Windsor officials planned to use that projected income as financial backing to sell $1.5 million in tax free bonds made available through its agreement with the city of Los Angeles. That agreement was passed 11 to 2 by the City Council in March, 1974.

Under the unusual agreement, the city would permit Windsor to sell $1.5 million in tax free bonds, and in exchange the city was to receive title to Windsor's school building on Crenshaw Blvd. in 15 to 20 years.

As part of the package, Windsor officials set up a separate corporation, called the Los Angeles Higher Education Corp., to sell the bonds.

Under the complicated agreement, the corporation was to use the proceeds from the sale of the bonds to purchase a building from Windsor University.

The corporation, in turn, was to lease the building back to Windsor for enough to pay off the bonds in 15 years.

The money Windsor was to receive from the corporation for the sale of the building apparently was to go into a trust fund to be used for student loans.

The matter is further complicated because Parker, who bought the Windsor campus in May, 1974, said he has deeded the buildings to Windsor but still has partial ownership for income tax reasons. Parker paid $38,790 down on a total purchase price of $193,950, county records showed.

In letters to HEW, that are now part of the federal court suit between Windsor and the federal government, Parker claims the Crenshaw Blvd. campus is worth more than $1.5 million.

In order to sell the bonds, to buy the building the corporation had to prove its economic viability, and to do that it needed the increased federal funding.

In an effort to prove its secure financial footing, Parker told federal authorities in a letter that the Los Angeles Police and Fire Pension Fund had assured Windsor that it would buy $1.5 million in student loans.

However, pension fund officials told The Times they had never made such a pledge and last year turned down Windsor's bid for a $500,000 student loan investment.

As it stands today, the bonds have not been sold, apparently because HEW has not approved the increased federal funding.

The bond proposal was introduced to the council by Cunningham. Windsor is in Councilmember Pat Russell's district, but Cunningham said he pushed for the bond deal because Parker was a friend and he thought the school was a good idea, though he never checked into it. Parker contributed more than $2,000 to Cunningham's campaign for the City Council.

Informed of Windsor's troubles last week, Cunningham said he was shocked and would launch an investigation.

The bond program does not require the approval of the mayor, but the mayor's approval would be required before the city could take over the school's property in 15 to 30 years.

Dymally, Cunningham and others were quick to say the Mayor Bradley strongly supported Windsor. Parker loaned $5,000 and contributed about $3,000 more to Bradley's recent election efforts.

Bradley is one of California's most powerful politicians, and he insisted in an interview with The Times that he never personally lobbied for Windsor. Parker also said Bradley "never did anything at all" for the university.

And although one of his aides attended the meeting that WASC investigators described as "intimidating," Bradley said the aide did so without his knowledge or approval.

Despite claims of poverty, Windsor's finances may have been in much better shape than many of its supporters were led to believe. At the end of its first year of operation in 1973–74, the school showed a surplus of between $200,000 and $1 million, according to a source on the WASC commission. The source declined to give an exact figure.

"Windsor's books are a schoolboy's set of books with income and outgo items listed haphazardly on sheet after sheet of yellow foolscap," the WASC source said.

Much of the information developed by WASC was supplied by investigators from the state Department of Education, which asked the state attorney general for help in 1974.

Wilson Riles, state schools chief, said the investigation was ordered mainly because "of all the complaints from the students."

One of the former students was Joel Jones, 34, a state real estate investigator.

"I spent a year and $2,500 to get a program going at that place, but all I got was doubletalk," he said.

Jones said when he enrolled for a bachelor's degree in 1973 he was told repeatedly by school officials that Windsor was a fully accredited institution. Later, he learned that it wasn't.

Jones said he was told he could get his accredited degree through Windsor's 'affiliation with Antioch College in Ohio.

Antioch, however, had severed its exchange agreement with Windsor because Windsor officials refused to allow on-site inspections and monitoring of classes, according to Morris Keeton, Antioch vice president.

"Antioch would refer me back to Windsor and they would refer me back to Antioch," Jones said.

He said Windsor officials finally stopped talking to him altogether.

"They always had a good story. I'd set up an appointment but nobody would show, or return my call. I just gave up," he said.

Robert Wiederrich, a current Windsor student, said when he enrolled last December—nearly one year after Antioch had severed exchange relations—counselors told him Windsor had "full exchange privileges"—everything is transferable either way. They called it our "brother school."

State files disclosed, however, that many prospective students were skeptical of what Windsor enrollment counselors told them.

"Windsor tried to tell me that a bachelor's degree from them was recognized by the state of California as fully accredited," said Ms. Freddie Davis of Los Angeles.

"They wanted to charge me a couple thousand dollars. Thank goodness I checked with the state first."

Some students and instructors said that nursing and paramedical classes were conducted without textbooks or the most basic teaching aids—such as microscopes—and instructors sometimes changed every two or three months because of high personnel turnover.

"I asked for textbooks. They told me to write more on the board and pass my book around," said Joyce Walker, who taught paramedical sciences in 1973–74.

Student frustration over lack of paramedical teaching equipment peaked in January, 1974, and about 55 students were involved in a demonstration, setting a few small fires and overturning furniture, she said.

Some students, including Patricia Burns of Culver City, simply quit [illegible] disgust. "They said they had classes they didn't have. They kept shuffling students and instructors around. It wasn't worth it."

One current student, a 26-year-old woman who asked not to be identified, said she and fellow classmates were deceived right from the start when they signed up last June for a 12-month Operating Room Technician course (ORT).

"They told me the fee was $2,500 but the government would pay $1,200 and I only had to pay $1,300 nine months after graduation," she said.

But late last week Windsor officials told her that she and six classmates had to pay $700 more because "the government didn't send enough money."

"I wouldn't mind paying the money if I got proper training. But I'll never be able to compete for jobs with my friends who went to Trade Tech."

She said that other ORT students from other schools usually receive 500 hours of actual hospital training, but she and 11 other classmates will only receive 306 hours at Windsor, and training experience is scrutinized closely by prospective employers.

"They (Windsor officials) never even assigned us to a hospital until we sat down on the sidewalk and picketed last year.

"I complained to the state, but what good does it do? They don't care about blacks ripping off blacks."

[From The Chronicle of Higher Education, Apr. 7, 1975]

SELF-STUDY U. IN TROUBLE—WINDSOR (CAL.) MAY LOSE ITS DIPLOMA STATUS

LOS ANGELES.—Windsor University, a two-year-old, predominantly black self-study institution here, faces the loss of its state-approved diploma status following recent investigations of the college's management and teaching.

The state department of education has moved to withdraw "state approval" of Windsor's diplomas, and the Western Association of Schools and Colleges already has voted not to renew the institution's candidacy for accreditation when it expires June 30.

Windsor's difficulties came on the heels of separate investigations by the state and the Los Angeles *Times*. Both have charged Windsor with misleading advertising, questionable teaching practices, and misrepresentation of its programs both to students and to federal and state officials.

Windsor, a store-front campus, opened in 1973 with the support of some of California's most powerful black politicians including Mervyn Dymally, now the state's lieutenant governor. Mr. Dymally has remained a supporter of the institution as a means of providing higher education to members of the black community who cannot enroll in full-time classes.

SOME STUDENTS COMPLAINED

Under Windsor's program, students can earn a vocational, bachelor's, or master's degree through a one-year self-study program. The cost ranges between $2,000 and $3,000, and many students have taken out federal student loans to pay their fees. Enrollment has ranged from 300 to 600.

The investigations came after complaints by some students that they were not receiving the education promised and that some college officials claimed to hold acedemic degrees they had not actually earned.

Campus officials have maintained that their program is a good one. They said they had been singled out for investigation for racial reasons.

The state department of education plans to file a formal complaint against Windsor with the Office of Administrative Hearings. If its diploma-granting status is withdrawn, the university could no longer award certificates for specialized training fields, but could continue to grant general education degrees.

Withdrawal, however, could also affect Windsor's federal student-loan program, originally arranged with the help of several leading black politicians.

Windsor is expected to appeal the state's action. It already is appealing the recent decision by the Western Association to drop its candidacy for accreditation.

[From the Baltimore News American, May 2, 1975]

VETS SIPHON GI BILL AID, STATE SAYS

(By Mark Bowden and Robert Bomboy)

Hundreds of veterans who are being paid to go to college in Maryland under the GI Bill are taking the money without attending classes or completing courses, a study by the state's Dept. of Education has found.

Under what is evidently a widespread abuse of the veterans benefits, former GIs have successfully siphoned off a large percentage of the money intended for their support and maintenance of their families while they pursue college studies.

And a highly placed federal official attempting to deal with the situation believes the misuse of veterans benefits could amount to a scandal of national proportions.

"This is a countrywide problem," said A. H. Thornton, director of Education and Rehabilitation Services for the Veterans Administration in Washington. "We have gotten wind of the fact that this has been going on, but we have no definite figures on exactly how much money is being received in this manner."

The abuse of the veterans benefits in Maryland was discovered by a Dept. of Education employe analyzing class attendance records and students' progress toward the fulfillment of their educational objectives.

Carl H. Doerr, Jr., a department specialist in accreditation, has been reviewing the records since last September.

In a report to the regional and Washington offices of the VA, he blamed state and community colleges for not watching attendance rolls and student progress more closely.

Doerr also said the Veterans Administration has not been able to provide specific direction for resolving the problem. Instead, the VA has maintained that attendance and academic progress are matters best left to the educational institutions themselves.

In his report, which was submitted to the VA in March, Doerr cited the following abuses:

A community college did a survey of veterans enrolled during its 1974 spring semester and found that 145, or 16 per cent of the veterans, did not complete a single course that semester. Seventy-one of those veterans were receiving full-time VA benefits.

Under the 1966 Vietnam Era Veterans Readjustment Systems Act a single veteran without dependents is entitled to $270 each month in VA educational assistance payments. A veteran who is married is entitled to $321 a month in VA benefits, while one who is married and has a child can get $366 a month. The VA adds another $22 a month in benefits for each additional dependent.

The assistance is provided for a maximum of three college courses, or nine credits, a semester. Community college tuition for residents of Baltimore taking three courses averages slightly more than $100 a semester. Tuition at public colleges throughout the country averages $300 a semester.

Veterans are paying the small tuition cost and pocketing the rest.

An instructor told college officials and the VA that veterans who signed up for a course were dropping out and re-enrolling the following semester. When the instructor asked one veteran why he was enrolling for the same courses he had taken the previous semester, the student answered:

"You get your money, so why should you care how I use my benefits."

Though the colleges in Doerr's study are not identified, an instructor at the Community College of Baltimore said the college has no incentive to report veterans who are abusing the benefits to the VA, since the college gets its tuition money even though the student is not in class.

During the past four years the instructor has seen about 30 veterans a semester enroll in classes without ever attending, she said.

"They don't withdraw from the course until near the end of the semester, then they don't get a failing grade," the instructor added. "About a half-dozen have done the double-dip, dropping out of a course, enrolling the following semester, and dropping out a second time."

According to the law a veteran must be officially enrolled at an accredited school to be eligible for VA benefits, and he must maintain satisfactory progress" by the school's standards.

To maintain satisfactory progress a veteran needs to do nothing more than enroll in three courses and drop out of two. As long as he completes one of the courses successfully college records show he is making satisfactory progress toward his educational objectives.

A state college informed Doerr of a veteran who was permitted to register for classes five semesters in a row without completing a single course. The veteran was paid fulltime VA benefits during all that time and is still enrolled at the college.

Another community college had at least 100 veterans certified for fulltime VA benefits last fall who had not completed even one course. In all, the college has about 1,600 veterans registered this semester, and they receive more than $300,000 in monthly VA checks.

A veteran who drops out and is not discovered until the end of the semester can pocket at least $1,000 in federal benefits, even after paying the small tuition.

Even when a college is alert and detects the absence of a veteran at mid-semester, the man can get a minimum of $540 in free veterans benefits even after the college is paid its tuition.

Robert Schweriner, who is veterans coordinator at Anne Arundel County Community College, said an absent veteran is usually discovered at mid-term. But he agreed that the veteran is able to make a small profit, because attendance records are not kept.

Under the law it is the college's obligation to notify the VA as soon as a veteran is no longer eligible for assistance, according to Thornton at the VA's Washington office.

If the date the veteran stopped attending classes can be pinpointed, the VA can bill him for the overpayment and try to get the money back. But because in the past few years many colleges have halted their practice of taking attendance, often the date cannot be pinpointed.

Schweriner, who is also president of the Maryland Assn. of Veterans Program Administrators, said the state group has been aware of the abuses for about two years.

"Already changes have been made to deal with them," he insisted. "A hell of a lot has already been done."

But at the national level, Thornton conceded:

"Some colleges still keep attendance records and can notify us right away if the veteran stops coming to class. But others don't find out the guy is gone until mid-term exams, and unfortunately most colleges aren't aware until the end of the semester."

Doerr recognizes that he's gone through the records of only a handful of colleges, but he believes that in itself makes the results somewhat shocking: "What will a full-scale study show in Maryland and across the nation?"

[From the Washington Post, May 20, 1975]

VIETNAM VETS PLAY HOOKY—AND COLLECT

(By Jack Anderson and Les Whitten)

Uncle Sam has shelled out a whopping $329.6 million to students who apparently pocketed the money and then played hooky.

They are Vietnam war era veterans who have been collecting their educational benefits, it seems, without bothering to go to school.

The House Veterans Committee has quietly ordered the General Accounting Office to investigate the massive overpayments and to recommend ways to get back the misspent funds.

The veterans who have been ripping off the taxpayers, meanwhile, could be prosecuted. They have taken advantage of a lax law, which was intended to permit veterans to begin their education without waiting around for the wherewithal. Under the law, the government benefit checks must be sent out before the veterans start their classes.

Some schools, particularly community colleges, abet the culprits by permitting them to skip classes and still remain listed as students entitled to federal benefits.

In many states, it pays colleges to keep students on the rolls who don't attend classes, because the amount of state support depends upon the size of the enrollment.

In Maryland, for example, an investigation disclosed that 145 veterans at one community college never completed a single course during the 1974 spring semester. Yet 71 received full-time benefits of at least $270 per month.

At another Maryland school, one veteran was allowed to keep signing up for classes for five semesters, although he has never completed a single course. He is still enrolled in the college and, of course, still collects his monthly government check.

Another student, according to the investigative report, was asked why he was enrolling in the same course he had taken the previous semester. "You get your money," he replied, "so why should you care how I use my entitled benefits."

What has happened in Maryland, according to other state education officials, is going on throughout the nation. The scandal may compel a return to former, tighter controls. Government enforcement officials, meanwhile, have recovered $197.3 million of the misspent $329.6 million.

[From the Baltimore News American, May 23, 1975]

FLYING SCHOOL LOSES VA APPROVAL

(By Mark Bowden)

The Veterans Administration (VA) has suspended the accreditation of one Maryland flying school that allegedly certified veterans taking lessons in their own airplanes for full educational benefits under the GI Bill.

According to Charles L. Dollarhide, deputy director for education services for the VA in Washington, the school certified veteran student pilots for assistance payments of $34 per hour while the veterans were only paying $10 per hour. Normally student pilots rent airplanes from the school, but in this case the school gave the veterans lessons in their own planes.

Under the GI Bill the VA pays 90 per cent of what it costs a veteran pilot to earn a commercial license, provided the veteran wishes to pursue a career in commercial aviation or needs a commercial license in pursuit of a different career. There are approximately 14 flight schools certified by the VA in Maryland.

FAA requirements dictate 150 hours of flight training for a commercial license, and another 160 hours for instrument training.

"We make a routine compliance survey of all our accredited schools each year," said Dollarhide, "and early this year our Baltimore regional office discovered this discrepancy. We suspended the school's license in March and are continuing to investigate, but we have reason to believe that it was going on for at least a year."

Though the News American had received reports that the flying school abuses of VA educational assistance were widespread, neither the Washington officials nor the Baltimore regional officials had any evidence or knowledge to support that claim.

"It's a big racket," said one veteran ."Guys are getting away with it all over the country. They lease their own planes to the flying school and then rent them back while the VA foots the entire cost. A lot of guys are using it to help purchase airplanes for themselves."

"I've heard of that going on in conversation with other pilots," said one veteran who is presently working for his commercial license with VA education assistance. "For one reason or another we've always assumed it was legal."

The VA is investigating the possibility of making the flying school repay the funds that were falsely certified, or billing the individual veterans for overpayment.

"We are familiar with lease back arrangements that go on all over the country, but if the transaction is conducted properly there is nothing illegal or wrong with it," said Myron Wolowitz, assistant deputy for program administration at the VA in Washington.

"We base our educational assistance payments on what the school reports it is charging. If the school has a formal, written leasing arrangement with its student pilot, and has passed the accreditation proceedings, it's quite legal," Wolowitz explained. "It's only when the school reports one price to us, and charges the veteran something else that it becomes illegal."

[From the Baltimore News American, May 29, 1975]

GI BILL EDUCATION BENEFITS USED TO BUY PLANES

(By Mark Bowden)

Former servicemen are allegedly using their GI educational benefits to buy airplanes, finance the maintenance of the crafts and to underwrite pleasure trips, the News American has learned.

The flying school abuse is just one of many uncovered in Maryland.

In addition to the abuses by the veterans, one informed source said that some flying schools are using government money to cover expenses.

An example was found at Baltimore-Washington International Airport where a flying school certified veterans for receiving instructions in a high-price, high-horsepower aircraft while actually using a cheaper model.

A woman employed by the school said the VA would pay the top rate but the veteran-student would be charged only for the smaller plane.

The Veterans Administration already has suspended one flying school for charging the government for rental and instruction fees although the veterans supplied their own planes.

Under the 1967 Vietnam Era Veterans Rehabilitation Assistance Act and its subsequent amendments, a veteran with a private pilot's license is entitled to receive 90 per cent of the total cost of earning a commercial pilot license from the VA.

The veteran must attend a VA, Federal Aviation Administration accredited school, and must show that he or she is planning to pursue a career in commercial aviation or needs a commercial pilot's license in the pursuit of another career.

It takes 150 hours of flight training in Maryland to receive a commercial license, and the FAA and most flight schools require additional hours of instrument training.

Total cost of both rental fees and instructor fees varies with aircraft and school, but usually runs between $18 to $36 per hour.

"Most flying schools are almost 100 per cent supported by veterans," said one man who managed a flying school north of Baltimore for three years and now teaches flying in Washington.

"Veterans are the only ones who can afford it, because the VA pays 90 per cent of the costs."

According to one informed source flying schools obtain lists of veterans eligible for VA benefits for flight training and contact individuals—all private pilots—who aren't planning to take advantage of them.

FAA lists of private pilots can be obtained for a small fee in Oklahoma City, Okla.

The school can then sign up these individuals as students to collect the educational assistance money from the VA, offering the veteran-pilot use of the airfield, free maintenance and parts, or even pleasure trips in return.

Without money obtained in this manner, the source indicated, many flying schools would fold.

A new amendment to the assistance act that will take full force in November will require flying schools to prove that at least 50 per cent of their graduates use their commercial pilot degrees for some vocational objective.

The law was enacted because it became obvious that an undue percentage of the individuals receiving the flying school benefits were not doing so because of career objectives," said Charles L. Dollarhide, VA deputy director for educational services.

Perhaps the most widespread abuse is the illegal form of the lease-back arrangement. Most flying schools operate in conjunction with airplane dealers.

Veterans can legally purchase an airplane, lease it to the flying school, and then rent it back to take commercial flying lessons.

The VA will pay the veteran 90 per cent of the rental and instructor fees while the school is paying the veteran to lease his airplane.

In this manner the veteran can legally finance part of the purchase of his own airplane with his educational assistance money.

The operation becomes illegal when the school gives a veteran lessons in his own plane without leasing it and charges the VA both fees.

Then the veteran can earn up to $26 per hour for every hour of flight training, financing more than a small part of the purchase of his own aircraft. The suspended Maryland school was found to have been practicing such a deception.

[From the Birmingham News, June 13, 1975]

VA PROBES PAYMENTS AT LAWSON

(By Tom Scarritt and Ron Casey)

Some veterans at Lawson State Community College may have received $60,000-$100,000 in federal education payments they were not entitled to, according to a preliminary investigation by the Veterans' Administration.

William Davis of the federal veterans' office in Montgomery said a compliance survey conducted at the school reported approximately 60 cases of students who enrolled at the school and received benefits, but no available school records verified they attended classes.

"We have asked the school to furnish us with any information that would substantiate their attendance," said Davis.

The school's veteran counselor, Sylvester Hollis, acknowledged that a survey had been taken and said the school is in the process of answering the report.

Both Davis and Hollis said records not inspected during the compliance survey may verify the students actually did attend class, but Hollis refused to supply The Birmingham News with any evidence that might confirm their attendance without first consulting college president Dr. Leon Kennedy.

Kennedy would not comment on the report.

E. C. Stephens, state supervisor of veterans training approval for the State Department of Education, said a review by his staff also revealed "discrepancies" at the school, most of them involving attendance and credit.

"We normally find mistakes in bookkeeping in these periodic reviews," Stephens said, "but apparently the problem was more severe at Lawson State."

Additional school records, however, "may eliminate the problems we thought existed," he said. His department's investigation goes back to 1968 or 1969.

The VA, Davis said, begins sending benefits to veterans in institutions of higher learning after it receives a certification of enrollment from the school. Under a new procedure instituted this fall, it periodically checks with the institution to verify the veteran's eligibility for federal money.

Students who are not actually attending classes are not eligible for the money.

According to Davis, the discrepancies at Lawson State were first discovered in a random sample taken from the list of veterans who enrolled at the school. Not all of them are current enrollees.

The VA now is making a survey of all the veterans certified for benefits at the school. "It may be weeks before we have full information," he said.

The students cited in the report received at least $270 a month, he said, and may have received benefits for four to nine months.

The school was notified of the discrepancies May 22 and given 30 days to reply to them, Davis said.

When he was first contacted, Hollis told The News the VA had not yet made its report, but later he confirmed that the May 22 letter had been received.

Hollis said the school is preparing an answer to the report now. He emphasized the VA survey is not in its final form, and answers by the school might clear up any discrepancies.

[From the News Times, July 11, 1975]

SEVENTIES

Education pays

Recent months have brought scattered reports of an abuse of the GI Bill inspired by current hard times The law grants a considerable stipend to any veteran with 180 days of military service since 1955 who enrolls in school—and there's nothing in the law to keep a veteran from simultaneously holding a full-time job. A single person who signs up for a half-time load (six credits) receives $130 a month, a full-time married student with two children can get as much as $388 a month. By signing up at a community college, where course fees are low, the vet can use the remaining money as a hedge against tough times. In many cases, the "student" doesn't bother to show up for classes.

In Bozeman, Montana, our correspondent recently came across a particularly enterprising veteran, the president of a small technical manufacturing plant who is enrolled for a full load at Montana State while he awaits a Small Business Administration loan. The GI Bill keeps his bills paid and his business afloat—and without doubt amounts to respectable welfare,

[From the Birmingham News, July 19, 1975]

VA Finds Some Lawson GI Records "Acceptable"

(By Tom Scarritt)

Lawson State Community College has supplied the Veterans Administration with additional school records that seem to indicate that many of the 53 veterans thought to be receiving GI Bill benefits without going to school actually did attend the college.

"VA representatives have examined new records submitted by the school on these people and in 43 cases the records were acceptable and seem to clear up the problem," VA spokesman William Davis said.

In the other 10 cases, he said, the records submitted were unacceptable.

The VA, which conducted an audit of veterans at the school in April and May, originally had reported that 53 veterans were receiving educational benefits, but that no school records could be found to verify that they actually attended the institution.

In all, discrepancies were found in the records of 1,293 of the 1,731 veterans audited.

The school also has supplied the VA with additional records on about 200 of the other 1,240 cases where discrepancies were found.

"In many cases," Davis said, "these records agree with the findings of the VA and in several other cases the records submitted were unacceptable. In some cases the source documents were unacceptable."

The VA did its first survey, a check of a small number of randomly selected veterans, at Lawson State March 11. Discrepancies were of such volume, the VA reported, that a complete audit was conducted.

The complete audit was made between April 5 and May 16. A letter was sent to college president Dr. Leon Kennedy May 22, outlining the discrepancies found and giving him 30 days to furnish the VA office with a report of the actions taken to correct the discrepancies.

On June 24, Kennedy asked for an extension and was given an additional 30 days to reply.

Davis said he expects the school to continue to send new records as they are found and that the VA will make no further examinations at the school until the 30 days given the institution are up.

[From the San Diego Union, July 27, 1975]

Schools Vie for Students—Tactics of Some Private Institutions Questioned

PREP programs may cause unfair competition among schools for students. They may also mean better education.

It depends on whose point of view is believed.

Public-supported schools such as community colleges which conduct PREP programs are expected to operate on a nonprofit basis. Private schools, which must operate on a profit to exist, are permitted by the Veterans Administration to realize up to an 11 per cent profit from their PREP programs.

It is this potential for profit that can lead to abuses and competition within the PREP programs, according to three officials of three community colleges who were interviewed. All have had contact with bases which also permit PREP programs of private schools. All also raised questions about what they said were unethical tactics employed by some private schools.

PROGRAM DEFINED

PREP stands for Predischarge Education Program and was set up by the military to prepare young servicemen with inadequate educational backgrounds for civilian life. Under the program, servicemen may attend classes offered on base by either private or public schools.

Community college officials said it is not unusual for a private college to employ young, attractive women as recruiters and teachers to sell young servicemen on the merits of their programs.

"Given a choice, would you pick a young thing in a miniskirt or a tenured teacher who was about ready to retire?" asked John Clancy, PREP administrator for the San Diego Community College District.

Even more serious, the official said, is the potential for cutting corners by relying heavily on lectures, large classes and a minimum of supplies and aids. All are methods designed to keep costs down and profits up, the official said.

TIME FACTOR

A private school program which offers a serviceman the same credit for a course that would take him twice as long to complete in a community college PREP program is also a potential shortcut to attracting students, according to Clancy.

"We have a minimum requirement of 60 hours for credit courses," Clancy said of the district's PREP programs at local bases such as Miramar, the 32nd Street Naval Station and the Naval Training Center. "Some of our competition has offered the same credits in just 18 to 30 hours.

"You can't teach a fellow much about English in 18 hours, especially if he was a dropout before he came to you."

SOME SUBSTITUTES

"The VA wants face-to-face instruction, not homework, not tutoring," he said. Some private schools attempt to meet the required number of hours through laboratory work and other than direct teacher contact, Clancy said.

San Diego City College and La Verne College have been conducting PREP programs on local bases. The La Verne operations are currently under suspension by the Veterans Administration and are the subject of an FBI investigation over possible reporting and attendance irregularities.

The La Verne programs also operated at the Long Beach Naval Station at Terminal Island where Long Beach City College (LBCC) also conducted programs.

"We didn't compete for students, but people in other programs obviously wouldn't be available to us," said Keith Roberts, dean of LBCC's Terminal Island program.

Before the La Verne suspension, Roberts said, the college was having problems maintaining sufficient enrollment.

However, Roberts said, the troubles did not stem from his programs being outclassed academically.

Roberts said LBCC had a facility at the base with the latest equipment, books and teaching methods to meet the needs of servicemen.

"They (La Verne) had a classroom and a teacher to go through the books with them," he said.

SANTA ANA CASE

The competition for students has taken its toll also at Santa Ana Community College, which next month will discontinue its PREP operations at the El Toro Marine Corps Air Station.

"It got to the point that students were being siphoned off into other programs and we were losing money and we decided we had to get out," said Dr. Paul Roman, dean of Santa Ana's continuing education program.

The Santa Ana program, which began in 1972, is giving way to the PREP programs of Pepperdine University, which came on base in late 1973. The Pepperdine program was developed with the consultant services of the same husband and wife team, Mr. and Mrs. Robert Lehman, who helped develop the La Verne PREP programs. Mrs. Ruth Lehman also worked for the Santa Ana program at one time before entering the consultant business.

Roman said the Santa Ana program was, in effect, outsold by the Pepperdine program.

NO RESTRICTIONS

Although community college officials object to the competition of PREP programs on the same base, officials of the California Department of Education Bureau of Schools Approval said there are no restrictions against it.

"So far as I know, there's no restriction on the number of people who can offer a program on a base," said Henry Jackson, bureau coordinator in Los Angeles who handled the Pepperdine application.

Jackson said that if a school is invited by a base commander to conduct a PREP program and can satisfy the bureau and VA curriculum and reporting requirements, it is qualified to operate on base, regardless of the number of programs already there.

Jackson could not estimate how widespread the competition of PREP programs is.

In citing the lack of any prohibition of competition, he said it might even prove beneficial by forcing schools to offer a better product.

[From the San Diego Union, July 27, 1975]

EDUCATION PROGRAM EXPLAINED

PREP (Pre-discharge Education Program) is a federally-financed program providing active-duty service personnel with training toward high school diplomas or college credits.

Administered through the Veterans Administration, Congress established the program in 1970 specifically to provide education to servicemen who failed to complete high school or required remedial, refresher or deficiency courses prior to going on to college or other training.

VA officials in Washington report that in the first three quarters of the fiscal year 1975, more than 76,000 servicemen and women completed PREP courses at 262 military bases or VA-approved locations.

SPECIFIC NEEDS

With VA authorization and at the invitation of base commanders, accredited schools can develop PREP programs to meet the specific needs of the military personnel stationed in the United States, overseas and on board ship.

Both public and private schools conduct PREP programs.

The publicly-supported institutions are expected to operate the programs on a break-even or nonprofit basis.

The private schools are permitted to realize up to an 11 per cent profit from the total per student cost.

VA CERTIFIES FEES

The VA establishes and certifies tuition charges for PREP programs on the basis of the costs of paying teachers and aides, supplies, depreciation of equipment, rent, maintenance, taxes, administration, advertising, travel and textbooks.

The maximum tuition allowed for any program is $270 per month per student.

VA tuition payments are made to the student. However in most cases, participating schools receive power of attorney from the serviceman when he enrolls and the checks are sent directly to the institution.

MAN AND WIFE TEAM HELD PREP POSITIONS AT FOUR INSTITUTIONS

(By Ray Kipp)

The husband and wife team that headed the PREP programs for La Verne College also has had association with at least three other colleges running the military programs.

They are Mr. and Mrs. Robert Lehman. The two had dealings with the PREP programs with the Hawaii Loa College in Honolulu, Pepperdine University in Los Angeles and Santa Ana College, acting as either consultants or directors at some time during the past four years.

The Hawaii Loa program currently is undergoing a Veterans Administration compliance survey over possible reporting and attendance discrepancies similiar to those reported at La Verne.

DIFFICULTIES CITED

The Lehmans are no longer associated with the Santa Ana or Pepperdine programs. But during their association with the Pepperdine PREP program at El Toro Marine Corps Air Station, the program experienced some difficulty with the state Department of Education's Bureau of Schools Approval.

The bureau, which is responsible for approving California schools operating PREP programs along with the VA, rejected the university's first submission. Henry Jackson, of the BSA office in Los Angeles, said the program as submitted by the Lehmans and Pepperdine contained a full write-off for reusable equipment which should have been amortized over a period of years. There also were other questionable items in the budget presented he said.

Those irregularities later were resolved to the bureau's satisfaction.

CALLED SUBCONTRACT

Chandler Rowe, Hawaii Loa president, said his school's PREP programs at Pearl Harbor, the Barbers Point Naval Air Station and the Camp Smith Marine base were subcontracted to the Lehmans.

He said the college maintained "quality control," but the Lehmans made all program arrangements and kept the books.

"All our VA checks were cleared through San Clemente (actually the Lehmans' office in Capistrano Beach)," Rowe said. "They came here but we just logged them in and then forwarded them."

Mrs. Lehman said the couple served as consultants to Hawaii Loa, not subcontractors.

TERMINOLOGY QUESTION

"I don't believe he (Rowe) used the proper terminology," she said in an interview. "We had a consulting agreement only."

Rowe said the Lehmans' involvement with Hawaii Loa was thought to be similar to their arrangement with La Verne College.

However La Verne President Leland Newcomer and Mrs. Lehman both denied the program was a subcontracting arrangement.

Newcomer said the Lehmans were in direct control of the program but that they were employes of the school.

"The Lehmans ran that (PREP) program just like a principal would run a high school . . . they were responsible for all reports. They dealt directly with the Veterans Administration and the Bureau of Schools approval," Newcomer said.

However, Newcomer concedes his office and the La Verne trustees are ultimately responsible for any programs conducted by the college.

LEHMANS INVOLVED

Donald Ramsey of the San Diego regional Veterans Administration office confirmed that the Lehmans were involved in the material on the La Verne program that has been submitted to the U.S. attorney's Office in Los Angeles.

Mrs. Lehman said she and her husband first became interested in education for servicemen when they lived near military installations. She has a California teaching credential, she said.

She was hired by La Verne College in 1971 as director of the curriculum of the PREP program while she was still working with Santa Ana College as a PREP coordinator, she said.

The Lehmans also served as consultants to Pepperdine University when that school initiated a PREP program at the El Toro Marine Air Station at the invitation of base officials.

Dr. Pence Dacus, former dean of Pepperdine's Orange (County) Center, said the Lehmans were instrumental in developing the program at the base.

INTEREST SHOWN

"There was some interest in a contract to provide the services for the university, Dacus said of the early contacts with the Lehmans. "But it never came to an agreement."

Instead, the Lehmans acted as consultants, paid through a "loose retainer fee," Dacus said.

"When we first got into the program, we leaned heavily on their expertise," said Hank Krawiec, director of centers for Pepperdine.

It was during this time that the state Bureau of Schools Approval withheld certification of Pepperdine's program and it operated for five months without state or VA approval.

The approval subsequently was granted and the university received retroactive payments to the beginning of the program.

"The (original) arrangement made it appear as though they (the Lehmans) were controlling the program," Krawiec said.

'GRAY AREAS'

Maj. Art Bartel, El Toro's education officer, said there were what he called "gray areas" about the role of the Lehmans in the administration of the El Toro program when he became education officer earier this year.

Bartel said the Lehmans have not been on the base since he became educational officer and all his dealings have been with Pepperdine officials.

However, the Lehmans continued to serve as consultants to Pepperdine until May of this year when they were terminated along with 23 others in an austerity program at Pepperdine's Orange Center.

"We had the program going. I didn't see any need for their services," Orange Center Dean Robert Gorton said in an interview.

[From the San Diego Union, July 27, 1975]

At Military Bases: VA Probes Educational Program

(By Diane Clark)

As much as $1 million may have been overpaid in San Diego County for educational programs being conducted on military bases, a formal Veterans Administration investigation has revealed.

FBI officials in San Diego said if the irregular practices uncovered in the initial VA investigation here were found to be repeated in the same program's operation throughout the state, the loss could be projected to several million dollars.

Under investigation are operations of a VA program called PREP conducted locally and statewide by a branch of La Verne College, a small liberal arts church college in the Los Angeles area.

PREP (Pre-discharge Educational Program) is designed to provide "deficiency, remedial or refresher courses," according to government guidelines, for servicemen prior to their discharge.

La Verne College officials, asked about the investigation, said they had not violated VA rules.

IRREGULARITIES UNCOVERED

Some of the irregularities uncovered in a "compliance survey" by the San Diego regional VA are that La Verne College:—Was receiving payments for students who did not attend classes.—Did not report students who dropped out and did not refund the unused portion of their tuition to the VA.—Did not provide students with proper information when they enrolled in the program or keep proper student records.—Enrolled students who may not have been eligible.—Offered courses which did not qualify for VA PREP financing, and did not give students adequate class hours for credit.

In addition, San Diego Union reporters found that La Verne College did not have state authorization for at least seven of 12 PREP programs that it was conducting on military bases throughout the state.

VA SUSPENDED PAYMENT

As a result of the compliance survey conducted last February, the VA suspended payment of La Verne's PREP programs at the close of the spring term.

Donald R. Ramsey, director of the San Diego regional VA office, told military officials during a meeting to discuss the problem, that the discrepancies uncovered represent a possible overpayment of $350,000 to $1 million in San Diego.

He said as a result of problems with La Verne here similar investigations were being initiated in Los Angeles and San Francisco. The FBI was called in.

Leland Newcomer, president of La Verne, a Church of the Brethren-affiliated college, has denied any wrongdoing, but said La Verne was abandoning the PREP programs because "they are no longer viable for us."

Newcomer, who has resigned as La Verne College president effective Aug. 15, recently was named superintendent of the Grossmont Union High School District, accepting a $6,000 a year salary cut.

"I think the whole problem is a result of a misunderstanding and a different interpretation of the law," Newcomer said in an interview.

"I think it will be resolved as soon as the issues get out on the table. We feel we had a fine program. If somebody can prove otherwise, then fine," Newcomer said. "Nobody has accused me of anything yet. Nobody has accused the college of anything yet," he added.

The findings of the VA survey, communicated to the Bureau of School Approvals and other, included:—La Verne "consistently" furnished certification to the VA that was incorrect as to the number of hours students spent in class. In general, if a student was enrolled for 25 hours, he attended only six. If enrolled for 18 hours, he attended only three. This resulted in overpayment of educational assistance funds.—The college had no policies for the refund of PREP tuition when the student withdrew or dropped out. Nor did it accurately report dropouts.

La Verne lacked a policy and regulations relating to student conduct and conditions for dismissal for unsatisfactory conduct, the report also said.—La Verne did not furnish the appropriate documents to students. Prior to Nov. 19, the second page of the PREP application which informed a student that he is required by law to confer with his educational services officer on base before completing his application, had been torn off and was never given to students.

The compliance survey of La Verne PREP operations was conducted at North Island Naval Air Station, Imperial Beach Naval Auxiliary Landing Field and Coronado Naval Amphibious Base.

The case is now in the hands of the Los Angeles FBI office and, once the investigation is completed, will be turned over to the U.S. attorney, said James L. Startzell, agent in charge of the Los Angeles FBI security division.

A report of the VA preliminary findings also was forwarded to the state Department of Education's Bureau of School Approvals in Sacramento.

That bureau is responsible for approving California schools for operation of PREP programs at military bases or aboard ships.

The VA findings and the bureau's discovery that La Verne had been operating unauthorized on several bases, caused the suspension of La Verne's PREP approval on April 15, according to Herbert Summers, chief of the Bureau of School Approvals.

PROGRAM APPROVALS NEEDED

"That is illegal," said Summers. "Each base PREP program has to have individual approval prior to operation."

La Verne College is 30 miles east of Los Angeles. Its PREP headquarters were in Capistrano Beach where Mr. and Mrs. Robert Lehman, who have directed the La Verne program, also reside. Because of its closeness to San Clemente, the office is called the "San Clemente office."

—La Verne made improper certification to the VA that deficiency and remedial courses were needed by a student. In some cases, qualification tests were inappropriate because they were not standardized, but rather, designed by La Verne. In other cases, VA rules called for the college the student was planning to attend after PREP to make the certification.

SOME ALREADY QUALIFIED

La Verne PREP also was lax in identifying sailors who were already qualified for post-secondary education and, therefore, not in need of PREP.—Courses were offered—including Spanish, consumer mathematics, introduction to humanities, psychology of management and real estate—which should not qualify under PREP regulations. The report also specified that in its history-government course, La Verne offered far fewer class hours than is normally acceptable for a California high school diploma.

In addition, La Verne was found to be operating in violation of a Title 38 provision of the U.S. Code which states that a state approving agency must authorize all PREP programs.

Questioned by a reporter about the unauthorized operations, a California Bureau of School Approvals spokesman confirmed that there were unapproved programs at the 32nd Street Naval Station here, China Lake Naval Weapons

Center, Treasure Island Naval Station in San Francisco, San Clemente Island Naval Auxiliary Landing Field, Los Alamitos Naval Air Station, San Nicholas Island Naval Air Station in Point Mugu and Long Beach Naval Support Activity.

Asked why La Verne started operation of PREP programs on bases where it was not authorized, Newcomer replied:

"That is not unusual . . . A base commander invites a college to do a program and then the college goes in and starts the program, and proceeds to go through the necessary steps for bureau approval.

SAYS PRACTICE IS COMMON

"I think if you make an investigation of La Verne, or any other college, you'll find out that in almost all cases the programs were instituted prior to the completion of all the red tape involved in the VA and the bureau."

Summers said it is not common for schools to first start a PREP program and then apply for approval, however. "If we find out about it, we advise them immediately to seek approval or stop training because they're operating illegally," he explained.

Summers said La Verne had not submitted applications for all its programs in operation before the April 15 suspension.

The school approvals bureau is faced with a major problem, Summers said. "Because if we don't approve them retroactively, then the service personnel receive no benefits, which certainly isn't ethical to them because they don't know the school has been operating illegally."

In the case of La Verne, however, the VA has not lifted its suspension of payments, officials confirmed.

Newcomer acknowledged that the compliance survey has caused "quite a furor."

"In fact, unsolicited, I've received letters from a good share of the base commanders where we had the programs in San Diego," he said. The letters "expressed their concern and expressed their ideas about the quality of our program, which they said was very high. They were most hopeful that most difficulties could be handled," said Newcomer.

[From the San Diego Union, July 27, 1975]

SUSPENSION RAISES MANY QUESTIONS

Many questions have been raised by the suspension of VA operating funds for the La Verne College PREP program for alleged administration and accounting irregularities.

San Diego Union reporters conducted numerous interviews with Navy, VA and state Bureau of School Approvals officials to find out how such discrepancies could occur and go undetected for months, even years.

The consensus of those interviewed seems to be that the system itself is at fault for its lack of regulations, overworked agencies, monitoring manpower shortage and lax enforcement of the basic rules.

Overlapping jurisdictions also held no one agency personally accountable for irregularities. In short, each coordinating agency, in this case the VA and Bureau of School Approvals, could point to the other as the watchdog.

Some of these questions with answers, partial answers or no answer, that arose out of reporters' inquiries into the La Verne College PREP program include:

How could improper attendance-taking, lack of refund policy by La Verne and overpayment by the VA have taken place without being discovered for at least three years?

Donald Ramsey, chief of the San Diego regional VA, said PREP is only monitored in the form of a "compliance survey" which may come only once a decade, or as a result of complaints.

How could a multimillion-dollar program be created that required no centralized VA monthly, or even yearly, accounting reports?

Ramsey said a school is "on its honor" to report enrollment and attendance correctly and refund overpayments. "If there are any changes from the approved program, they must certify them to us," Ramsey said.

Why was a program for servicemen who are frequently transferred designed in such a way that a school is prepaid for those enrolling in PREP?

Military and VA officials explained that colleges might be discouraged from the program if they have to put up money for operation initially and then collect it back from the VA.

How could the La Verne PREP program operate unauthorized in not just one, but at least seven locations, throughout California?

Herbert Summers, chief of the state Bureau of School Approvals which authorizes operation, said his staff has no way of knowing an unapproved program is operating unless someone happens to mention it to them. If discovered, he said, the unauthorized operation will be ordered to stop.

How could PREP programs be approved by state officials only days after they were suspended, when officials knew the U.S. attorney, and the FBI, were investigating serious irregularities?

Summers said that if the proper application paperwork has been turned in, the onus to catch anything illegal in record keeping, refunds or overcharges by schools, is on the VA. Yet, Ramsey said the VA initially accepts an application upon bureau approval and merely checks to see that proposed tuition charges fall within VA cost limits.

How could one "consultant" pyramid dealings with PREP programs to the point that he or she either helped design or run PREP for at least four different schools? Research showed that, although there are regulations which prohibit subcontracting PREP, there apparently is nothing to prevent one person from consulting with numerous colleges.

How could a single consultant be allowed to run, from the same Capistrano Beach office, PREP headquarters for both La Verne College and Hawaii Loa College, which conducts all its PREP classes more than 2,000 miles away? Reporters found no satisfactory answer to this question. Most officials, in fact, said they were not aware this had occurred.

How could the same Navy base have several colleges operating educational programs instead of just one college? Navy officials explained that there are several commands, each with a commanding officer, on most bases. Each command's CO is empowered to select the college of his choice to administer PREP. Only recently, and on a base by base basis, has an attempt been made to coordinate the base's educational programs through one designated commanding officer.

Why would a commanding officer allow PREP to operate without state approval? Navy officials suggested that commanding officers have so many other duties to perform that they might neglect or forget checking to see if a school is authorized.

If one base has had bad luck with a particular college's PREP program, why isn't news of this experience communicated to other bases so they can avoid the same problem? No inter-base clearing house for complaints about PREP and other educational programs exists, military officials said. Despite all these questions which illustrate some weak aspects of PREP, officials interviewed considered PREP, if administered properly, an extremely worthwhile program—one that has helped many servicemen remedy educational deficiencies. No one suggested that it be discontinued.

[From the Birmingham News, July 27, 1975]

LAWSON STATE VA AUDIT FINDS 1,293 OVERPAID

(By Tom Scarritt)

Discrepancies were found in the academic records of 1,293 veterans enrolled at Lawson State Community College, according to a summary of a Veterans Administration audit.

These veterans were paid at least $2.25 million in GI Bill education benefits, based on the length of their enrollment and the VA's minimum payment schedule for full-time students.

The VA report said 365 veterans were paid at the full-time rate for five or more quarters while school records indicated they were taking less than a full load of courses.

Some 928 veterans were paid full-time benefits for one to five quarters when school records indicated they were taking less than full time, the report said.

In 53 cases, according to the report, the school could not locate any records for the veterans. Most were receiving full-time education benefits from the VA. In all, the records of 1,731 veterans were examined.

Also this week, college president Dr. Leon Kennedy issued a statement saying the college has "made a lot of progress" in bringing all its records into compliance with VA standards.

"As president," Kennedy said, "I have stated before that I am not aware of any dishonesty or collusion of any of our personnel with any veteran, but if any official, teacher or staff member is found guilty of any dishonesty, I will recommend to the State Board of Education his or her dismissal and prosecution."

Kennedy's statement said "errors and discrepancies" were found in the office of admissions and the academic dean's office.

Last week, VA officials said additional school records had been found that might clear up a major portion of the 53 cases where no records were found before. Kennedy refused to comment on these records.

The VA did its first survey, a check of a small number of randomly selected veterans, at Lawson State March 11. Discrepancies were of such volume, according to the VA report, that a complete audit was conducted.

The complete audit was made between April 5 and May 16. A letter was sent to Kennedy May 22, outlining the findings and giving him 30 days to furnish the VA office with a report of the actions taken to correct the discrepancies.

On June 24, Kennedy asked for an extension and was given an additional 30 days to reply.

In his statement, Kennedy said, "Already, we are restructuring, reinforcing and reorganizing certain departments to avoid the development of a situation of this nature in the future."

He said most of the errors related to "implementation of probation and suspension of veteran students.

"We are working to determine all facets of involvement or inefficiency in every area of the institution," he said.

[From the Birmingham News, July 27, 1975]

PERTAINING TO STUDENTS' STATUS—LAWSON STATE BEGINS RECORD KEEPING OVERHAUL

(By Tom Scarritt and Ralph Wayne Wright)

To many veterans, Lawson State Community College was a faucet which, when turned on, started a stream of money coming to the veteran in the form of GI Bill educational benefits regardless of whether or not he attended classes, an investigation by The Birmingham News indicates.

Once it was turned on, the flow of checks from the Veterans Administration very seldom was stopped.

Poor records at the college made it difficult to determine a student's status and the school rarely informed the VA if a veteran dropped out, failed to attend class or flunked.

Because of this, hundreds of veterans received money they were not entitled to. The school could, according to VA guidelines, be held liable for this overpayment and have to pay back millions of dollars to the federal agency.

Recognizing its own inadequacies, the school has begun a reorganization and a revision of its registration procedures to bring its record keeping up to standards required by the VA.

The records of students at the college show that neither the veterans nor the school made the effort to keep transcripts accurate. Time after time the notation "NGR"—no grade reported—appears on the students' records.

One student, for example, received benefits as a full-time student for nine quarters. His transcript for that period shows 13 NGRs, 11 Fs, one W (withdrawal) and one quarter in which there is no evidence of enrollment. He passed only four courses, his transcript shows.

If that student had two dependents, he would have been paid almost $10,000 in benefits during that time.

Another student received NGRs in his course one quarter and did not enroll the next three, yet he continued to receive his checks.

Many other students show no record of enrollment for several quarters at a time, yet the VA was not informed and payments kept being made to the veterans.

Some other veterans were certified as full-time students, but have no records at all at the school.

A former employee of the school said that when she was processing quarterly grade reports, as many as two-thirds of the grades reported were failures because of excessive absences. Many grades simply were not reported, she said, and her superiors told her not to track these grades down.

At least a dozen veterans interviewed by The News have said that Lawson State was known to be the place to go if you wanted to get GI benefits. Nobody cared whether you went to school or not, they said.

According to college president Dr. Leon Kennedy, the problem with records dates back to 1968. "I was aware that there were problems with the record keeping," he said, "but it was not my place to concern myself with the specifics of the records."

"No one ever stayed on top of the record keeping," he said. "I have now taken personal charge until it can be put in competent hands."

The college, Kennedy said in a prepared statement, is continuing its study of "all aspects of record keeping, probation, suspension and veterans relationship to the school."

According to VA guidelines, a school may be held liable for overpayments to veterans for "the willful or negligent failure" to report to the VA excessive absences, discontinuance or interruption of a course by a veteran.

"The fact that a school has no system or method of detecting and reporting changes will cause the school to be considered to be willfully or negligently failing to report," the guidelines say.

The inadequacies in Lawson State's record keeping first surfaced when the VA made a routine check of a small number of randomly selected veterans enrolled at the school. In a sample of 100, investigators found discrepancies in 87 per cent of the records.

Discrepancies are differences in the status of a veteran as certified to the VA and what his school records actually show.

A more complete audit at the school uncovered discrepancies in the records of 1,293 of the 1,731 veterans certified as having enrolled at the school.

For the past 60 days, a task force at the school has been working to find additional records on the veterans and bring their files up to date. At the beginning of last week, according to Kennedy, reports had been made to the VA on 833 veterans.

A large number of these records confirmed the findings of the VA that the students were incorrectly certified.

Many of the records produced by the school were inadequate for VA purposes, according to an agency spokesman, and investigators have been sent back to the schools to research them further.

Kennedy said last week that his former registrar, James A. Smith, did a poor job of keeping records. "We found the work of Mr. Smith unsatisfactory in the registrar's office," he said.

Smith was replaced as registrar last October and became coordinator of Freshman Academic Development at the school. Smith was an instructor at Wenonah High School during the time Kennedy was principal.

Kennedy also has issued a statement that the academic dean of the college, Dr. A. C. Dickinson, "cannot serve the deanship effectively. We have given him the option to accept another position at the school, offer his resignation or be terminated."

Dickinson, who has hired a lawyer to represent him, said in an earlier interview he was responsible for the instructional program at the school, not the records.

Dickinson has been away from the college for about two months because of a knee problem.

In each of his public statments concerning the VA probe at Lawson State, Kennedy has emphasized there have been no financial transactions between the school and veterans.

"If there is ever any supporting evidence that there has been any collusion between a veteran and any teacher or staff member," his latest statement said, "I will immediately request of the State Board of Education his or her dismissal and subsequent prosecution."

Lawson State Community College, a predominantly black school in the Wenonah area recently annexed to the city of Birmingham, consists of two divisions—the junior college and the technical school.

At the junior college, the division where problems occurred, classes are offered during the day and at night. Veterans, most of them night students, make up a major portion of the school's total enrollment.

Kennedy came to Lawson State in 1971 after serving as an assistant superintendent for Jefferson County schools. His appointment proved somewhat controversial, with some faculty and community people arguing he was not qualified for the job.

Once in office, according to a former high official in the school administration, Kennedy gave high priority to increasing enrollment.

In 1974, Kennedy reported that the school's enrollment had increased more than 100 percent. Last week, he said the school does not recruit veterans, but veterans now make up between 70 and 80 percent of the school's population.

In 1973, state auditors were called in to audit the books at the college after irregularities were discovered in the bookkeeping department.

At that time, Kennedy repaid $2,135 to the state, including charges for gasoline and repairs to his personal automobile. The charges against Kennedy included double payment of invoices, materials used on a private home or personal auto, gas and repairs on a personal auto and nearly $100 worth of flowers.

The school, auditors found, took no competitive bids on several thousand dollars in purchases of handbooks, typewriters, carpet for the president's home and other equipment.

The Veterans Administration, under the GI Bill, pays benefits to eligible veterans who are enrolled in school within ten years of their discharge.

Benefits for full-time students start at $270 a month for a student with no dependents. A veteran with three or more dependents receives $388 a month, plus $22 for each additional dependent.

In accordance with a new policy adopted last fall, the VA makes regular compliance surveys at institutions of higher learning to make sure veterans are certified to the VA properly.

The school certifies a veteran as a full- or part-time student at the time of his enrollment and is responsible for informing the VA of any changes in his status.

About a dozen schools in the state have been surveyed so far and Lawson State, according to a spokesman for the agency, was the only one where "discrepancies were of such volume" that a complete audit of the veterans' records was conducted.

When the results of the audit were reported May 22, the school was given 30 days to answer the report. Kennedy asked for and was given an additional 30 days to bring his school's records up to date.

The full 60 days is now over and VA investigators are back on the college campus for another look at the troublesome records.

[From the Baltimore News American, Aug. 31, 1975]

Chiseling on the GI Bill

(By Robert P. Bomboy and Mark Bowden)

Washington, D.C.—Vietnam veterans, unable to get work or adequate social service benefits, are turning in increasing numbers to college enrollment simply to survive.

And loophole-riddled laws and laxity in keeping attendance records at many schools have set off what threatens to become a national scandal of chiseling on the GI Bill.

For many veterans, an evening each week in the college swimming pool has paid off handsomely. Investigators in one Midwestern state recently discovered that men on the GI Bill were enrolling for full-time study, waiting for their checks, then dropping out of all but one course. The popular course was swimming.

Nationwide, abuses of the $3.2 billion-a-year program of GI Bill education benefits have become an open secret among state and federal officials.

"It's difficult to prove in every instance whether the student is willfully attempting to defraud the government, or whether there are other unknown factors involved," says Dr. Stanley Provost, an officer of the National Association of State Approving Agencies, whose members certify colleges as institutions approved by the Veterans Administration.

From New York to California the guardians of taxpayer dollars have found themselves all but powerless to stop veterans from siphoning off money Congress provided for their support and the maintenance of their families while they were pursuing college studies.

Adds Provost: "There is no question that there are abuses in varying degrees in different states and with different institutions. And this is surfacing more now than in previous years."

The misuse is so widespread that the VA in Washington has been forced to admit that the problem is ballooning into a scandal of national proportions. "It is countrywide," concedes Andrew H. Thornton, the VA's director of education and rehabilitation service.

A number of veterans contend, however, that behind the reports of chiseling lies a bitterly depressing story of the economic, political and psychological frustrations they encountered on their return to civilian life. As a result many feel they are entitled to the VA checks on their own terms.

A SYMPATHIZER

"I don't see how anyone can have the gall to say that a man who put on a uniform and laid his life on the line in Vietnam is *abusing* the federal government," argues Kenneth W. Still Sr., 43, an Army career man sympathetic to unemployed friends who have accepted VA checks without attending classes.

Across the nation, according to the National Alliance of Businessmen, twice as many Vietnam veterans are unemployed now than a year ago. Nearly one-fourth of them between the ages of 20 and 24 cannot find jobs.

Indeed, in the face of such unemployment figures, Vietnam veterans have enrolled in record numbers. Colleges reported 1.6 million registered for last spring's semester.

"The most important thing a Vietnam veteran learned was to survive," says John F. Simms, 34, a veterans counselor at the Community College of Baltimore. "The door to employment is closed, the door to social services is closed. School is the last door open to us."

In Maryland, where the problem was uncovered during a routine study of class attendance last spring, 100 veterans at Simms' college were found to have accepted their checks without completing the required courses.

Although there was no way to sift through the records of all 26,000 former Readjustment Act and its subsequent revisions a single veteran is entitled to $270 a month in VA educational assistance payments. A married veteran is entitled to $321 a month, while one who is married and has a child can get $366 a month. The federal government adds $22 a month for each additional dependent.

Since there are about four months in a college semester a married veteran is left with $1,000, even after paying the minimal tuition charges.

"For all practical purposes it's impossible before the end of the first semester to catch up with a veteran who has registered for the sole purpose of receiving federal assistance," says Manuel Goldstein, director of research at the Baltimore college. "By then he has the thousand spent."

PAST PRACTICE

Until last spring when early warnings of the abuses caused the VA to rewrite its regulations, it maintained that questions of class attendance and academic progress were best left to the colleges and universities themselves.

Loopholes in the regulations were so wide, and the discretion left to the colleges so broad, that many former GI's were able to collect VA checks for several semesters without setting foot on campus.

If the date a veteran stopped attending classes can be pinpointed, the VA can attempt to get its money back. That avenue is frequently cut off, however, because, as one Maryland school official says, most colleges don't take attendance.

[From the Washington Star, Oct. 20, 1975]

GI Bill Drop-Outs Still Benefit—$446.4 Million Overpaid

Veterans collected $446.4 million in GI Bill education benefits they were not entitled to during the last fiscal year.

The Veterans Administration has managed to recover $333.5 million of the overpayment money, but millions more may never be collected.

The problem dates to the beginning of the college program 30 years ago, but lately the dollar total is increasing sharply.

"It hasn't peaked yet," says Martin D. Carlin, the VA official in charge of getting the money back. He puts the blame on only a small percentage of veterans and schools.

The main reasons for overpayments are veteran dropping classes or quitting school, without either the college or the veteran promptly notifying the VA.

This situation has been aggravated in recent years, says the VA, by the congressional decision to give out checks at the start, rather than the end, of each month. So, a veteran has his cash in hand if he decides to drop out.

Also, the sharp increase in payments and the number of veterans in school are factors.

Last year's GI bill budget was $4.2 billion for 1.7 million Vietnam-era veterans in college. Singles receive $270 monthly; a man and wife receive a base check of $321.

While the VA did recover $333.5 million, Carlin said in an interview, it declared another $15.5 million uncollectable because the veteran refused to pay, went bankrupt, can't be found, or died.

Where the uncollected amount is significant, the VA turns the case over to the General Accounting Office for further action.

Program fraud carries a penalty of up to one year in prison and a fine of $2,000. A notice of the penalty was included with the November payment checks, one of several steps the VA has taken to cut down on overpayments.

The VA will continue trying to collect the balance of the overpayments. So far, in the history of the program, a total of $255.8 million is carried as outstanding, but collectable.

Still, the VA sees itself as a helper, not a policeman.

"We're not going after the veteran with a hammer to get the money. If a veteran is having trouble paying it back, and if he'll come to us, we'll try to work out something," Carlin said.

[From the Deseret News, Salt Lake City, Utah, Dec. 5, 1975]

FOUR INDICTED IN GI BILL FRAUD

A federal grand jury indicted three Utahans and an Arizona man Thursday evening, charging them with defrauding the Veterans Administration in a scheme to collect GI Bill schooling checks.

Named in the indictment were Vern Maeser Young, latest known address 7180 S. Creighton Way; Keith Robert Reidling, also known as Tex Reidling, 2632 5th East; Courtney Wrathall, 2851 S. 150 East, Bountiful, and Edward Neil Steed, Phoenix, Ariz., formerly of St. George.

All are charged with the first count of the seven-count indictment, alleged conspiracy to defraud the government. Young was also accused in counts two through five; Steed also in count five; Reiding in six and seven, as well as the first count.

"Two through seven charge the defendants with submitting, or causing to be submitted, false claims," said Assistant U.S. Atty. Rodney Snow. These counts allege specific frauds involving particular Utah veterans.

The indictment involves operation of Sales Training of Salt Lake, owned by Capstone Enterprises, Inc. Capstone, with main offices at 2709 S. State, was owned by Young. The company sold a 21-lesson home study course, Snow said.

The now-defunct company was selling "salesmanship courses" under VA approval. The approval meant the government would pay 90 percent of the veterans' tuition—which ranged from $90 to $1,000 each.

The VA requires certification cards be submitted before it pays under the G.I. Bill, and the school "caused to be submitted to the Veterans Administration . . . false, fictitious and fraudulent VA certification cards," the indictment charged.

Obtaining power of attorney from the veterans, according to the charges, the school would have VA checks deposited with the school and would cash the checks themselves.

The checks "constituted payment fraudulently obtained by the defendants for lessons never completed by the veterans to whom the VA checks were made payable, but which lessons were certified or caused to be certified by the defendants as completed," the indictment said.

The school would also induce veterans not interested in taking any courses to allow their names to be used as enrolled with the company, allegedly so that "a non-veteran could take the course and have the same paid for by the Veterans' Administration," the indictment added.

In the scheme, the veterans would file a change of address card so schooling checks would come directly to Sales Training Inc., the indictment said. And the school would allegedly give answers for tests for the veterans who were enrolled in the course.

The defendants "would forge . . . upon the VA certification cards. . . . the veterans' signature," the grand jury charged.

The allegedly illegal operation came to light when veterans complained they were not getting educational benefits they had signed up for, Snow said.

"No veteran was indicted," he said. "The veteran was a victim, as well as the government."

Snow said other schools, both in Utah and outside the state, are being investigated for "similar conduct."

If convicted, the defendants face a maximum possible sentence of five years in prison and a $10,000 fine on count one, and five years and $5,000 on each of the other counts they are charged with.

After this indictment was returned, the grand jury was disbanded.

[From the Gas Light, Gastonia, N.C., Dec. 18, 1975]

WIDESPREAD ABUSES OF GI BILL FUNDS THREATEN U.S. COLLEGES

A nationwide college scandal has erupted, involving the possible misuse of millions of dollars of veterans' education benefits. Evidence gathered by the College Press Service indicates that numerous veterans attending college, as well as the colleges themselves, may be defrauding the government of money under the GI Bill.

Abuses of the $3.2 billion-a-year program of GI Bill education benefits have led to investigations by state and federal agencies, including the following:

One hundred veterans at the Community College of Baltimore (MD) have repeatedly collected checks from the Veterans Administration (VA) for tuition and school expenses without bothering to attend classes, according to state officials.

Ten percent of the veterans enrolled in Oregon's 13 community colleges are cheating the government through the GI Bill, according to several college officials. Estimates of abuses in Oregon run as high as $2.5 million.

The FBI is investigating a widespread fraud scheme involving four Chicago trade schools that have allegedly bilked the government of more than $1 million over a five-year period. The scandal involves at least 500 GI students and key school administrators, according to the Chicago Daily News.

After the school ignored two of their warnings, state officials in Oklahoma recently suspended all education benefits to veterans enrolled in Oklahoma City Southwestern College, pending investigation of suspected fraud.

The abuse of veterans' education benefits begins with the minimum $270 VA check GI students receive every month. Students who misuse their benefits, according to college officials, usually enroll in a low-cost public school, start receiving monthly VA checks but then play hooky, illegally keeping the money. A married veteran, after paying minimal tuition at a state school, may be able to pocket as much as $1000 each semester.

"A number of veterans who are already employed professional welders have been enrolling in and dropping out of welding courses for three or four years just to pick up the benefits," said Bill Dobson, veterans coordinator for Portland Community College (OR).

The problem is compounded by VA regulations which may inadvertantly encourage abuse. One provision allows veterans to receive benefit checks up to two months before they even register for classes.

Enacted in 1972 for the purpose of preventing late benefits payments, the advance payment provision has "opened up a whole new ballgame for abuses," according to one VA official. "Schools have a hard time following up on overpayments if the students never set foot on campus. And by the time they find them, the money has already been spent."

There is some question, however, whether schools are looking for—or winking at—GI Bill fraud.

"I've seen cases where a veteran will enroll in a course, receive a X-F grade, and then continue to enroll in that course again and again," said the director of the state agency that recently repealed Oklahoma City Southwestern College's accreditation for receiving veterans funds. "We have no quarrel with the school, but it's beyond me how it could allow these irregularities to slip by."

The motive for a school overlooking or suppressing information about benefit misuse, College Press Service learned, may be that under a little-known federal regulation, the VA automatically pays each school that offers veteran-approved programs $3 to $4 for every veteran who enrolls during a given academic year.

This reporting fee is paid to offset the school's administrative costs of monitoring its veterans' attendance and grade records every semester. The schools are legally required to notify the VA if there are any irregularities in veterans' school records.

The catch is that although the money is supposed to be used to defray administrative veteran-watching costs, federal regulations don't specify which school department is to receive the money.

"I believe there are a lot of schools which don't spend this money on their veteran affairs or register offices, but instead pump these monies into their general funds," charged Dean Phillips, a member of the National Advisory Council to the U.S. Senate Veterans Affairs Committee.

"Given a community college with 50% of its students who don't attend classes on their attendance rolls, because the amount of state funds a public school receives often depends on the size of its enrollment.

So far, the VA has refused to comment on individual cases of abuse already reported, the extent of the problem nationwide or the existence of any current VA investigations. Many VA officials said the real problem is media exaggeration and attempts to eliminate VA loopholes that contribute to the problems have so far met with official disdain.

The National Association of Concerned Veterans recently petitioned the VA for a revision of the reporting fee provision, so that the VA could penalize schools which are not properly using VA funds to monitor enrolled veterans.

The request was denied by Richard L. Roudebush, chief administrator of Veterans Affairs. "It is believed an attempt to ensure prompt reporting by reducing or withholding such fees would be self-defeating," he said last week. "Mutual cooperation is considered more effective than a monetary policy, punitive or rewarding in nature."

Meanwhile, close to one half billion dollars, according to one source, may continue to flow through the GI Bill sieve to students and schools which have discovered a new form of welfare.

[From the Greensboro Daily News, Greensboro, N.C., Dec. 30, 1975]

U.S. ATTORNEY ASKS JEFFERSON COLLEGE PROBE

(By Stan Swofford)

U.S. Attorney Carlton Tilley said Monday that he will ask the FBI to launch a criminal investigation into the affairs of Jefferson College.

Tilley said he had decided to call for the FBI investigation on the basis of a report from the Veterans Administration which began its own probe of Jefferson College several weeks ago.

One aspect of the VA probe involved GI Bill education payments to service veterans attending classes at Jefferson who were allowed to attend school beyond the VA's allowable time. The VA investigation, however, also included Jefferson's use of federal funds other than those involving the so-called "over-payments" to the 35 veterans.

Tilley said he had examined the results of the VA probe and concluded the Jefferson situation warranted an investigation by the FBI. Tilley said he will refer the matter to the FBI immediately.

Tilley, on the basis of the FBI investigation, will decide whether or not to seek criminal indictments in connection with the Jefferson College matter.

Wayne Mullis, former president of Jefferson College, resigned from the college about 10 days ago after being asked to do so by the college's board of directors. The chairman of the Jefferson board is George Shinn, owner of Jefferson College and Kings College in Raleigh, Lafayette College in Fayetteville and two other business career-oriented colleges in South Carolina.

Shinn recently won a national Horatio Alger award for his rags-to-riches transition.

Service veterans attending classes under the GI Bill make up the bulk of the student bodies at Shinn's institutions.

The VA initiated its probe at Jefferson after receiving protests from some of the 35 veterans the VA had directed to pay back GI Bill overpayments of about $1,000 each. The overpayments came about, the VA said, after Jefferson offered associate degrees to the students prior to getting approval to do so from the University of North Carolina Board of Governors.

The GI Bill checks for veterans attending Jefferson College are sent directly to the college where college officials deduct tuition payments and other costs before giving the remainder of the monthly federal payments to the veterans.

Shinn, who has estimated his personal net worth at "somewhere around $10 million," has said that he will repay any VA overpayments to veterans in order to keep the veterans from having to pay back the money.

Less than two weeks ago the Veterans Education Office of the State Department of Public Instruction made public still another investigation into the way Jefferson College has been conducting its business. That probe, conducted by Ms. Bernell C. Dickinson, turned up a list of irregularities at the college and college officials were told to correct them or face the possibility of a cutoff of GI Bill benefits to veterans enrolled at the school.

Two Jefferson staffers, including the school's public relations director and an admissions counselor, quit their jobs at the school several weeks ago after accusing the college of exploiting veterans for financial gain. The counselor, Ms. Cynthia Bloom, quit after she was told she must either write and sign an oath of loyalty to the college or be fired.

[From the Greensboro Record, Greensboro, N.C., Jan. 5, 1976]

JEFFERSON COLLEGE—PUBLICITY EFFECT SAID 'NEUTRAL'

(By Jim Schlosser, Record Staff Writer)

William Wonnacott, newly appointed president of Jefferson College, said today he has detected no significant drop in enrollment at Jefferson this quarter despite widespread negative publicity regarding the school's administration and a Veteran's Administration ban on enrolling new veterans.

However, Wonnacott, responding to an inquiry by The Record, said he could not give exact enrollment figures to back up his contention.

"We are still processing enrollment figures. Right now enrollment figures are not one of my top priorities. Curriculum and other matters are my biggest concerns," he said.

Jefferson began a new quarter term for night students on Friday and for day students on Monday.

Wonnacott said as best he can determine Jefferson had 700 to 800 students enrolled during the term that ended before Christmas.

He said he believes the negative publicity the school has received lately has had a "rather neutral" effect on the student body.

Wonnacott came to Jefferson in mid-December, succeeding Wayne Mullis, who was fired after the Veterans Administration and state Department of Public Instruction discovered numerous discrepancies in the school's administrative procedures, especially as they pertained to veterans receiving G.I. Benefits.

The U.S. Attorney's Office has launched a probe to determine if any criminal acts were committed by school officials. The VA has barred the school from enrolling any new veterans until all discrepancies are corrected.

Jefferson College is owned by George Shinn and Associates of Raleigh. George Shinn, a multimillionaire who last year won the national Horatio Alger Award, also owns several other business colleges in the state.

Wonnacott said he is cooperating to the fullest with the VA and is optimistic the school will be back in the VA's good graces eventually. He said Jefferson would like to be able to enroll new veterans again by the time a new term starts in March.

"Anything the VA requires will be carried out," he said.

Herbert Johnson of Winston-Salem, regional director of the Veterans' Administration, said today he is confident Jefferson's new management is taking necessary corrective measures.

"Everyone—the VA, the school, the veterans, the state—would like to have this matter cleared up as soon as possible," he said.

Among other things, the VA contends that some 35 former Jefferson College students owe the government on the average $1,000 each because they were overpaid G.I. Benefits. The benefits were paid for courses not approved in advance by the VA, Johnson claims.

The students say they were given assurances by the school that the courses were authorized by the VA.

Johnson said he has received letters from most of the students asking that the VA waive the repayment demand. Johnson said he has not yet decided if any waivers would be granted .

The VA official estimated that 600 veterans were enrolled at Jefferson last term. Current veteran enrollment figures have not been received yet, he added.

[From the Greensboro Daily News, Greensboro, N.C., June 6, 1976]

McDaniel Asks Probe Expansion

High Point.—A former employe of Jefferson College of Greensboro, J. Mark McDaniel Jr., called a news conference here Monday to ask that a federal investigation be extended to all business colleges owned by the Raleigh-based George Shinn and Associates.

Jefferson currently is being probed by the FBI and the Veterans Administration for problems involving payments to veterans attending the school who are receiving educational payments under the GI Bill. The FBI investigation was initiated by U.S. Atty. Carlton Tilley almost a week ago.

McDaniel, who worked at the college from August until November, 1975, as public relations director, said that the investigation should be widened to include George Shinn and Associates, Jefferson's parent company, because it kept "a close watch" over Jefferson's day-to-day operations, a fact McDaniel said "should be taken into serious consideration by the appropriate authorities."

Citing several examples of operations at Jefferson under the control of the parent company, including approval of courses and the hiring and training of veteran recruiters, McDaniel said the Greensboro school "has never been a separate entity. It has been extremely close in name and action with George Shinn and Associates.

"These close ties," McDaniel said, "warrant a full investigation into George Shinn and Associates in order to ascertain just how much knowledge of the now exposed activities at Jefferson College George Shinn and Associates had, and to what extent, if any, that organization and those people were directly involved."

[From the Greensboro Record, Greensboro, N.C., Jan. 7, 1976]

College Studies Not Released

(By Van King)

The new president of Jefferson College has refused to release two independent studies of the college unless newsmen sign an agreement to allow him to view their stories about the studies before publication.

William C. Wonnacott, 29, who replaced Wayne Mullis in December as president of the school, said the two studies are very favorable to the college. He said he does not want to release them because there are a few negative comments the media might misconstrue and because individual staff members and teachers are mentioned by name.

Mullis, who was asked to resign as president of the college by the board of directors, first revealed the two studies had been made at a press conference on Dec. 12. At that time, Mullis indicated the reports would be released when they were received in written form.

The studies were made in December by teams from two organizations—the National Association of Concerned Veterans and the American Association of Junior and Community Colleges.

"The reports are favorable," school attorney Charles Dameron said today. "Even favorable though, I don't think they are significant. I think the reports that are important are the ones from the University of North Carolina Board of Governors (accrediting Jefferson College)."

Wonnacott, when told Mullis had indicated he would release the reports when they were received, replied, "He may have said that, but he's no longer with us, right?'

Dameron added, "With Bill Wonnacott there, there certainly is a complete change of administration. They're just going through a whole reorganization."

Charles Garefino of Washington, D.C., director at large of the National Association of Concerned Veterans, told The Record in December the report from his group would be positive. "I just dealt with the veterans (at the college) themselves," Garefino said. "To a man, the ones I spoke with were extremely pleased with the program."

For several months, Jefferson has been under investigation by the Veterans Administration and the Veterans Education Office of the state Department of Public Instruction. Just recently, the FBI began an investigation of the school.

The VA has barred the college from enrolling any new veterans until all discrepancies are corrected. The state agency has given the school a list of 13 administrative areas that must be corrected.

Among other things, the VA contends some 35 former Jefferson College students owe the government an average $1,000 each because they were overpaid GI Bill benefits. The veterans are seeking waivers, and Jefferson officials have said they will pay the overpayments if the waivers are not granted.

[From the Greensboro Record, Greensboro, N.C., Jan. 7, 1976]

BROAD INVESTIGATION URGED AT JEFFERSON

A former Jefferson College employe called a press conference today to ask that law enforcement officials looking into activities at the school make their investigation "wide in scope."

Mark McDaniel, formerly parttime public relations official at Jefferson before he resigned more than a month ago, appealed to the U.S. Attorney's office and the FBI to fully investigate George Shinn and Associates, Jefferson's absentee owner.

Shinn, who also owns several other business schools, is based in Raleigh.

During a 10:30 a.m. press conference at High Point's Municipal Building today McDaniel said:

"The fact of the matter is that a close watch was made by George Shinn and Associates on the day to day operation at Jefferson College. That should be taken into serious consideration by the appropriate authorities."

McDaniel said:

Veteran recruiters at Jefferson College were hired and trained by Shinn and associates;

Pay increases for employes were okayed by Shinn and associates;

Paychecks for employes were made outside of Jefferson College;

Recruiters for both civilian and veteran students made weekly reports to Shinn and associates;

Expense accounts for employes were reported to Shinn and associates;

Approval of new courses was made by Shinn;

Former Jefferson College President Wayne Mullis was himself a member of the board of directors of Shinn and associates.

In recent months, questions have come up about the school's admission policy for veterans, government benefits to veterans and degree accreditation.

[From the St. Paul Dispatch, St. Paul, Minn., Jan. 13, 1976]

ACTION ENDS LOOPHOLE IN GI BILL

The State Board of Education Monday sewed up the so-called "rip-off" loophole in GI Bill regulations.

Robert Van Tries, assistant state Education commissioner for vocational-technical education, described the so called "rip-off" practice.

He said it "consists of enrollment by a veteran in a college which keeps no records of attendance. The veteran pays the tuition fee and is reported to the Veterans Administration as an enrollee of the college. However, the veteran may never attend a class although he receives an educational benefits check each month from the Veterans Administration."

Van Tries added that at the end of a quarter the veteran may receive a grade of no credit, enroll again and continue the practice until his educational entitlement is exhausted. The veteran, in the meantime, draws $300 a month for as long as four academic years.

The new regulations approved by the state board—which is simultaneously the State Approving Agency for the VA—place "satisfactory progress" of the student as a contingency for continuing eligibility for the GI Bill.

Satisfactory progress means, according to the state board's new guidelines, "that the veteran or other eligible person will earn a minimum of 12 credits per quarter or semester with grades which meet the institution's requirements for completion of a standard undergraduate college degree for fulltime enrollment or a pro-rata thereof for less than full-time enrollment." A counseling process is provided for legitimate students who are having trouble with their studies.

Van Tries said the plan has been approved by the governor's office, the State University Board, the State Community College Board, the University of Minnesota, and student veterans' clubs.

[From the Fayetteville Observer, Fayetteville, N.C., Jan. 15, 1976]

VA Finds Errors in School Records

(By Gene Wang)

The Veterans Administration has instructed LaFayette College to correct errors in handling of veterans records and bookkeeping, the VA's regional director said Wednesday.

"We found things that need to be improved and brought them to the attention of school officials," H. W. Johnson said. He said there are no apparent criminal violations involved.

Carl Settle, the newly appointed president of the two-year business college described the problems as minor in an interview, but did not detail them.

The VA examination of LaFayette College is an apparent outgrowth of an investigation into Jefferson College in Greensboro. Both schools are owned by George Shinn and Associates, a Raleigh firm that also operates King's College there.

At Jefferson College, the VA has found overpayments averaging $1,000 each to about 35 veterans, according to reports in a Greensboro newspaper. That investigation was referred to the U.S. Attorney's office in December and the FBI has entered the case, The Greensboro Record said.

Asked if there were any indications of criminal violations at LaFayette, Johnson said, "at the moment I have nothing which I could answer that with."

Eastern District U.S. Atty. Thomas McNamara said he had not heard anything about LaFayette College.

However, McNamara said lawyers for the VA had asked to meet with him next week "about possible criminal violations" but the lawyers did not specify where they had occurred.

LaFayette, which has about 775 veterans out of a total enrollment of about 875 students, reportedly has no problem with overpayments.

Johnson said in a telephone interview that the VA found errors at LaFayette and Jefferson and brought them to the attention of school officials.

The notice to La Fayette was given within the last 30 days, he said, and school officials "have given me every assurance they will bring about the needed changes as rapidly as possible. We are giving them the opportunity to do that."

Johnson declined to discuss specific details and said the school is "well aware of the areas in which it has been asked to make improvements."

Settle, who took over the college last week, said the discrepancies were minor and the school is addressing itself to them.

"Some discrepancies in terms of record-keeping sometimes crop up. They're not peculiar to our situation. Ideally, we strive not to have any.

"In order to be able to better serve LaFayette and the students, I have talked with the VA in terms of what is expected of the school."

Settle, the former dean of students at Louisburg College, said he was hired to improve and expand the academic program at Raleigh. A spokesman for the firm said Settle was hired to "improve the academic credentials of the president."

While at Louisburg College, Settle also served as chaplain and director of the school's cooperative education program before leaving last summer to enter private business.

He has completed course work on a doctorate degree from Duke University. A native of Little Rock, Ark., he received his bachelors degree from Hendricks College in Conway, Ark., and his masters degree from the University of Central Arkansas, also in Conway.

Settle was elected to the Louisburg Town Board last year.

[From the Oklahoma City Times, Oklahoma City, Okla., Jan. 15, 1976]

RULES BEEFED ON BENEFITS FOR VETERANS

(By Don Brown)

Tough new standards have been issued by the State Accrediting Agency and Veterans Administration officials seeking to halt widespread abuses by Oklahoma veterans of education benefits.

O. C. Ball, director of the State Accrediting Agency, said today the state's colleges and universities were given 90 days to comply with the new minimum standards, designed to drastically reduce absenteeism and increase grade point averages.

The State Accrediting Agency must approve institutions before students are eligible for GI Bill benefits, totaling several thousand dollars annually for each veteran.

Bill Pearson, assistant director of the Veterans Administration regional office in Muskogee, said the standards have the blessing of Oklahoma VA officials.

The stringent minimum standards come in the wake of abuses uncovered at Southwestern Community College and estimates by educators and veterans officials that 10 per cent of the 28,000 Oklahoma veterans may be abusing the program.

"There were abuses by veterans and we wanted to shore up and eliminate them," Ball said.

The standards were issued on Dec. 16 to all state institutions of higher education which were given 90 days to implement them or risk losing accreditation, he said.

The standards were drawn up after meetings late last year of VA, school and accrediting officials, Pearson said.

"We got our heads together and tried to decide on ways in which more timely notice could be received when veterans either discontinue their training or reduce their workload in such an amount as it affects their monetary benefits," Pearson said.

Schools are required to keep track of class attendance of veterans and report excessive absences to VA officials, Ball said.

Veterans skipping more than five class periods during a semester in a typical three-credit hour course will automatically face loss of their benefits.

The number of permitted absences is increased for courses worth more than three credit hours, Ball said.

Another standard requires veterans to maintain a minimum grade point average.

After two semesters (24–36 credit hours attempted), veteran students must have a minimum grade point average of 1.4 on a four-point scale.

The minimum grade average is increased to 1.6 at the end of four semesters (37–72 credit hours) and at the end of six semesters (73–108 credit hours), veterans must maintain a 2.0 average.

Students who achieve a grade point average of 2.0 or above in the last semester in which he is enrolled will be considered to be making satisfactory progress regardless of his accumulative average, Ball said.

"Any student not maintaining satisfactory progress toward his study objective as indicated will be placed on probation for one semester at the end of which time he must have met the minimum standards required in order to continue as a student," Ball said.

The minimum standards have been greeted with mixed reactions.

"We've had praise and criticism," Ball said, adding that the standards are only currently being brought to the attention of student veterans.

"I suppose most of the criticism has been from veterans through the institutions," he said.

Ball and Pearson said the new standards were requested after disclosure of abuses at Southwestern, which led to the resignation of the school's president and of published reports of other abuses in the program.

The chief abuse has been the enrollment of veterans who fail to attend classes or maintain passing grades, but who continue to pocket monthly benefit checks.

[From the Greensboro Record, Greensboro, N.C., Jan. 15, 1976]

MORE COLLEGES FACE VA PROBE

(By Van King)

The Veterans Administration has expanded its investigation to include two other colleges in the state owned by George Shinn and Associates of Raleigh, which owns Jefferson College in Greensboro.

And The Record has learned the VA found operational and procedural deficiencies and instructed the two schools—Lafayette College in Fayetteville and Kings College in Raleigh—to make changes.

Just last week, Shinn officials replaced the president of Lafayette College "to improve the academic credentials of the president." Last month, the organization replaced the president of Jefferson College.

A VA official would not elaborate on the investigation of the Fayetteville and Raleigh schools. Asked if the VA had turned over information about the two schools to the U.S. attorney for the Middle District of North Carolina, VA Regional Director H. W. Johnson said, "We haven't made a formal submission on any of the other schools at this time."

It was learned, however, that the U.S. attorney for Raleigh and Fayetteville, Tom McNamara, has been asked to meet with VA attorneys next week. The nature of the meeting is not known.

In December, U.S. Attorney N. Carlton Tilley Jr. asked the FBI to begin a "routine" investigation of Jefferson College after he had met with VA officials.

"We had talked to officials of the schools on areas we believed needed prompt attention," Johnson, the VA director, said Wednesday. "The organization has installed a new president at their school in Fayetteville and they're going through a reorganization process too."

Johnson said the Fayetteville, Raleigh and Greensboro schools were cooperating with the VA and needed time to correct deficiencies.

"We're going to monitor the situation very closely," he said. "You've got to give the two new presidents a chance to do their jobs."

Johnson said he also received cooperation from George Shinn and Associates. "They understand what the situation is and they gave us strong assurances," he said. "We wouldn't have been satisfied with anything other than that."

Johnson said the VA investigation in Raleigh was incomplete. He would not elaborate on the nature of the problems in Fayetteville and Raleigh, calling them "procedural and operational."

In recent months, Jefferson College has been under intensive investigation by the VA and the Veterans Education Office of the State Deparment of Public Instruction.

The VA probe of the school showed 35 veterans had received overpayments averaging $1,000 each from the GI Bill. The veterans, who have been supported strongly by Jefferson, currently are seeking waivers of the overcharge payments.

The state agency compiled a list of 13 irregularities at the school and ordered them cleared up immediately.

Throughout, Jefferson and Shinn officials have maintained they are anxious to cooperate with the VA and other agencies to clear up problem areas.

Shinn, a self-made millionaire, recently won a national Horatio Alger award for his rags-to-riches success. Last year, Shinn's net income from the three schools was $221,419.

Lafayette College in Fayetteville serves 875 students, of which 774 are veterans. Its new president, Carl Settle, told The Record Wednesday he is "optimistic" about the future of the school.

Asked about the VA investigation, Settle said he had met with Johnson in Winston-Salem soon after taking over the presidency. "I know what he told me and I feel like these are areas that need to be worked out between me and Mr. Johnson," Settle said. "I've assured him we stand ready to cooperate with the VA."

Settle replaced J. L. Brooks, who has moved to Raleigh to another position with George Shinn and Associates. Asked why the organization had replaced Brooks, Shinn spokesman Tom Gibson said, "It's very simple basically. We decided to improve the academic credentials of the president."

Settle, 36, came to Fayetteville from Louisburg College, where he served as an instructor, college chaplain, dean of students, director of cooperative education and director of the student center. He has completed his course work for the Ph. D. degree in history at Duke University.

[From the Greensboro Daily News, Greensboro, N.C., Jan. 16, 1976]

VA EXPANDS N.C. SCHOOL PROBE

A federal probe into operations of business colleges owned by George Shinn of Raleigh has been expanded to include all three of Shinn's schools in North Carolina.

When the Veterans Administration began its study late last year only Jefferson College of Greensboro was involved. But a VA official said Thursday the investigation had been expanded to include King's College of Raleigh and Lafayette College in Fayetteville.

The presidents of both Jefferson and Lafayette have been dismissed in recent weeks.

The VA said it had found both operational and procedural deficiencies at all the schools which are owned by Shinn who describes himself as a self-made millionaire. He also owns schools outside this state.

The VA is looking into operations at the schools because the majority of the student bodies at the schools' night programs are veterans who receive government benefits for attending classes.

The probe began several months ago following publication in the Daily News of procedures involving some VA students at the Greensboro campus.

VA officials had turned over some of its information to the U.S. Attorney's office in Greensboro and the federal attorney for the Raleigh area will meet with VA officials next week to review materials pertaining to the school's operations.

A VA spokesman said Thursday the heads of the schools were cooperating in the investigation.

Shortly after the original stories in the Daily News, Shinn insited any errors made in handling VA benefits were not the fault of his schools, but the president of Jefferson College later acknowledged there "may" have been mistakes made by the school and he was asked to resign.

A spokesman for Shinn said Thursday he did not know where the former Jefferson president Wayne Mullis was working now, but said he was "in no way" connected with any of Shinn's schools.

The president of Lafayette who was removed from office "in order to upgrade the academic" standards is now working in another capacity with Shinn.

The Shinn spokesman, Tom Gibson, said the school officials were "cooperating fully" with the VA in clearing up problems. "All they have asked us to do is work out some procedural changes in reporting (to the VA)," Gibson said. "It is nothing out of the ordinary wrong."

[From the Fayetteville Observer, Fayetteville, N.C., Jan. 16, 1976]

COLLEGE REACTS TO VA REQUEST

Administrative and record-keeping procedures at LaFayette College are being reorganized at the request of the Veterans Administration.

W. H. Johnson, director of the regional VA office in Winston-Salem said there are areas in the record-keeping system of the two-year business college where improvement is needed. Johnson added that he has been assured by college officials that they will reorganize their operation.

"There have been errors, mostly in administrative processes, record keeping, certification and other data," Johnson said of the areas of change in the college's procedures.

"The procedures (of record keeping at LaFayette) are not as exact as they should be. The school has agreed to adjust them, though," Johnson said.

The president of the college, Carl Settles, said in a statement Thursday the problems the VA wants corrected were "minor."

Johnson said all schools having students using VA funds are required to maintain records to help the VA determine student eligibility for assistance.

He said information on educational background records of training at other institutions and records of progress must be available to his office.

Johnson added the schools must be able to report accurately when a student changes status from full-time to part-time or drops out as these conditions form the basis on which the VA makes payments to students.

LaFayette College is owned by George Shinn and Associates of Raleigh. The firm also owns King's College in Raleigh and Jefferson College in Greensboro. At Jefferson College the VA has uncovered overpayments of more than $35,000 to veterans according to Greensboro newspaper reports.

"We called these things to their attention and they indicated they will correct them," Johnson said. "We'll give them an opportunity to change and the time to let them make the changes they assured us they would make."

LaFayette College has an enrollment of about 875 students, 775 of whom are veterans. While VA funds may be distributed by the college the VA pays them directly to the individual students, Johnson said.

Johnson refused to comment on reports of recruiting bonuses payed through VA funds to students at the college.

He said he "preferred not to go into details" about the changes the VA had requested. However, he said the college had started action to make the changes requested.

"We did find their records system needed to be improved," Johnson said.

Settle, the new president of the college, came to LaFayette after criticism that his predecessor, J. L. Brooks, lacked proper academic credentials.

Settle is former dean of students at Louisburg College.

Brooks now works in the Raleigh office of Shinn and Associates. A spokesman for the firm said Settle was hired to "improve the academic credentials of the president" of the college.

[From the Orlando Sentinel, Orlando, Fla., Jan. 16, 1976]

VETERAN'S DROPOUT RATE HIGH

(By John Kennedy)

LEESBURG.—Twenty-five percent of the approximately 200 veterans who attended Lake-Sumter Community College last term either flanked or withdraw from all their courses, or a combination of the two.

H. W. Asbell, college dean of admissions, said the poor showing by so many veterans "is a sad commentary. It's apparent some are enrolled solely to collect benefits and not accomplish anything academically."

Though college officials were startled to learn of the high percentage of veterans who showed no academic progress, Asbell said most veterans are sincere in earning a degree and are not out to beat the system.

Fred Bollenberg, Lake County veterans service officer, said Thursday, however, he does not feel any veteran enrolled solely to collect benefits. Rather, he said these veterans "just can't do the work and should not be attending college."

Bollenberg said a single veteran who attends Lake-Sumter fulltime (12 or more credit hours) receives $270 per term from the Veterans Administration.

If the single veteran takes less than 12 credit hours, but more than six, he receives $203 per term. If he takes six credit hours, he receives $135 per term.

That same pay schedule for a married veteran is $321, $240 and $160. For a married veteran with one child the pay schedule is $366, $275 and $182.

But the free ride is coming to an end. Effective this spring term, when any veteran has attempted six or more credit hours and fails to attain a "C" average, he will be classified unsatisfactory. Veterans who are so classified will not be eligible to enroll the following term with benefits. They may, however, enroll at their own expense.

In calculating the grade point average, the following grades will be marked failure: withdrawal, unsatisfactory, audit, incomplete and no credit.

Early in each term instructors will be provided with a list of veterans. The instructors will be required to keep accurate attendance records and to withdraw any veteran who is absent excessively.

Normally, more than 20 per cent absences will be considered excessive unless extenuating circumstances exist. Also when an instructor determines a veteran's absences prevent him from achieving satisfactory progress, he may withdraw the student.

When a veteran withdraws from a course which changes his status, say from full-time to part-time, the college has pledged to notify the Veterans Administration immediately.

Bollenberg says the college "has been doing a good job" in reporting veterans' changes in status.

[From the Sentinel Star, Orlando, Fla., Jan. 18, 1976]

Evaluations of Tougher GI Bill May Take Months

(By Malcolm Williams)

The Veterans Administration says it may be months before the effects of new regulations aimed at preventing "flagrant abuse" of the GI Bill at Central Florida colleges and universities can be determined.

The Veterans Administration last year urged local schools to adopt tough measures and warned they will be liable if lax reporting results in payments to veterans no longer eligible.

Some schools made no significant changes in academic and attendance standards for veterans, but all are revamping their methods of reporting to the Veterans Administration.

Veterans Administration officials said the biggest problem is evaluating a student's "progress toward goals"—determining if a student is making an honest and properly directed effort.

It is easier to pinpoint the problem of overpayment and do something about it. The Veterans Administration estimated late last year that Florida veterans received $5 million in GI Bill overpayments that may never be recovered. An additional $8 million in overpayments had been recovered.

Overpayment usually results when a veteran quits college or is dropped but the administration is not notified promptly.

The time lag in notifying the administration often was several months long. However, Valencia and Seminole Community Colleges, Jones College and Florida Technological University all said they hope to cut that lag to less than a week with new reporting procedures.

All four colleges are changing their records systems and procedures to make it easier to determine who is a veteran and to make sure any change in a veteran's status gets back to the Veterans Administration immediately.

Each college is taking its own approach to how to prevent a veteran from signing up for a course and never going to class just so he could get a free ride at the taxpayer's expense.

Seminole Community College last week put into effect a policy that if a student fails or is dropped, he loses his certification from the college for future Veterans Administration benefits.

In the past, a student could fail all his courses at Seminole in one semester, then take the same courses over again the next—and his benefits would keep coming.

Seminole students under the GI Bill now must maintain at least a D-plus average. Other college heads said Seminole's standard would be easy for "almost anyone" to meet with a minimum of effort but last year the college had no academic standards for students on the GI Bill.

This semester, all instructors were ordered to take daily attendance in classes that included veterans. A vocational-technical student who misses more than 15 per cent of his classes in any month can lose his benefits. Attendance records are computed once every three months.

A student taking regular college credit courses at Seminole can be dropped if he misses more than 10 per cent of his classes. But absences are computed only at the end of the semester—after the student already has received his benefits for that term.

There also is a liberal provision for excused absences that don't count as absences at all.

Jones College in Orlando, where more than 90 per cent of the students are on the GI Bill, has submitted new regulations to the Veterans Administration that are virtually the same as the college's old regulations.

A student is required to maintain at least a C average. If he does not and cannot come up with a good excuse, he is issued an academic warning but can still sign up for the next quarter. If his grades at the end of that term are still down, he goes on academic probation for a semester and if he still fails to bring his grades up, he can be dropped.

The whole process of warnings and probation can take a year and during that year the student can draw his GI Bill benefits without keeping his grades up to standards.

At Jones a student is "counseled" after three consecutive absences but there is no specific requirement for classroom attendance and the college does not anticipate adopting one. Counseling might lead to dismissal.

At Valencia, new regulations are still being drafted. Don Lippert, who is putting them together, said, "We are reluctant to impose different standards on veterans than on other students."

Lippert said he did not anticipate new, tough academic standards for veterans on the GI Bill and probably no new attendance requirements—"it is virtually impossible to take roll in all classes."

He said the college will continue to rely heavily on the individual instructors to determine whether a student is making satisfactory progress.

Dean Paul McQuilkin at Florida Technological University said his institution will "tighten up procedures" for preventing overpayments but said he thinks the college's academic standards for all students already are tough enough to prevent large-scale abuses.

Referring to the GI Bill, McQuilkin admitted, "Some students are not living up to the intent of the program and I'm sure we've had some of it, but I think the faculty is more aware of the veterans' abuses now."

McQuilkin said the university may have to require that all instructors with students on the GI Bill take attendance—that is not required now—but said he does not think there will be an attendance standard for veterans.

"You can say a student will be dropped if he has more than three consecutive absences without excuse but that's fairly meaningless criterion," McQuilkin said.

"The instructor is best able to determine whether a student is succeeding in a class—we rely heavily on our faculty members."

[From the News and Observer, Raleigh, N.C., Jan. 18, 1976]

USE OF VA BENEFITS FOR EDUCATION RISES

(By Pat Smith)

WINSTON-SALEM—There are about 59,000 veterans, servicemen and their dependents in North Carolina using Veterans Administration education benefits, a 23 per cent increase over a year ago.

The VA pays these students a total of more than $10 million a month.

H. W. Johnson, VA regional director, attributes part of the increase in veteran enrollments to the sluggish economy. Jobless veterans can further their educations and, at the same time, earn tax-free paychecks.

Other veterans may have returned to school to use their VA benefits before June 1, when veterans who were discharged between January 1955 and May 1966 will lose their educational benefits.

A married veteran attending school fulltime is eligible for $321 a month from the VA. A veteran with children is entitled to additional VA benefits.

The 59,000 student-veterans in North Carolina include those taking correspondence courses and receiving on-the-job training as well as those attending universities, colleges and technical institutes, according to Johnson.

More than half of the student-veterans are enrolled in community college system. The number of veterans enrolled in its degree programs has more than doubled in two years, from 14,978 in the fall of 1973 to 33,163 last fall.

The community college system's 40 technical institutes have the heaviest concentrations of veterans.

Veterans account for more than 50 per cent of the degree program enrollments at 13 of the state's technical schools. The largest proportional veteran enrollment in the system is 79 per cent at McDowell Technical Institute in Marion.

The VA is clamping down nationwide on schools that permit veterans to skip classes they are paid to attend or to remain enrolled without making "satisfactory progress" toward an educational goal.

"Formerly, most schools had definite standards for progress and conduct which were enforced," VA Deputy Administrator Odell W. Vaughn said in a notice explaining the new regulations to educators. "The VA relied upon this fact. Now reports have been received which confirm that such policies have either been abandoned or have not been enforced."

Johnson, in an interview at his office here, said "Every school . . . that has veterans enrolled must establish a definite policy where it can determine a veteran's progress toward his (educational) objective."

The new regulations take effect Feb. 1.

Johnson said he intends to increase from three to six the number of people assigned to find out if North Carolina schools are complying with VA regulations.

He was asked if it is possible for a veteran to go to school in North Carolina, make no progress toward his educational objective, but continue to draw VA benefits.

"This regulation will preclude that," Johnson replied. "I think the taxpayers have a right to expect that, don't you?"

Johnson said his office had discovered "some instances" in which schools submitted erroneous attendance reports on veterans and "one or two" situations in which his office suspected fraud.

In recent months enrollment auditors from the state Department of Public Education have found improper enrollment reporting at four technical institutes, but their findings were not directly related to the VA. Irregularities in enrollment reporting at schools in the community college system have also been found by the state auditor's office.

Vaughn's notice said the new VA regulations "assumed" schools would keep tabs on veterans' progress, would not allow them to take the same courses repeatedly and would not allow them to remain enrolled in classes they did not attend.

Federal law does not permit the VA to determine what constitutes "satisfactory progress," but the agency can require schools to keep records showing whether veterans are making what the schools or their state regulatory agencies define as satisfactory progress.

In North Carolina, a school must be approved by the State Department of Public Instruction before its students can be eligible for VA benefits.

[From the News and Observer, Raleigh, N.C., Jan. 22, 1976]

GI BENEFITS QUESTIONED—FBI PROBES SHINN SCHOOL

(By Steve Adams)

The FBI is conducting a fraud investigation at a for-profit Greensboro business school owned by Raleigh millionaire George Shinn, the head FBI agent for the state said Wednesday.

The investigation was requested by the Veterans Administration to determine whether Jefferson College had made "false verification to the government" that students eligible for veterans benefits were attending the school "when in fact they were not in attendance." Louis A. Giovanetti, special agent in charge, said in a telephone interview from the Federal Bureau of Investigation's Charlotte office.

As of last spring, Jefferson enrolled 776 veterans and 83 nonveterans.

Veterans receiving benefits also dominate the enrollment's of Shinn's other schools: King's College here has about 1,350 veterans out of an enrollment of about 1,700 and LaFayette College in Fayetteville last spring enrolled only 50 non-veterans in a student body of nearly 1,200. Shinn also owns a school in Greenville, S.C.

Tuition paid by students is the main source of income for all of the for-profit schools.

Shinn, by his own account, was nearly bankrupt in 1971, but now estimates his holdings at about $10 million, The News and Observer reported Sunday.

The change in Shinn's fortune followed a 1972 policy change by the state Board of Education that allowed Shinn's schools to offer collegiate courses and made it possible for veterans to receive full-time benefits attending classes 12 hours a week rather than the previously required 25 hours.

Jefferson President William C. Wonnacott said in a telephone interview from Greensboro that it was "very difficult to respond" to a reporter's questions because he had "not had any communication with the FBI."

Shinn could not be reached for comment.

Wonnacott's predecessor, Wayne F. Mullis, was fired last month after the VA ruled that "overpayments" of about $1,000 had been made to each of some 35 veterans attending the school.

LaFayette President J. L. Brooks was moved to another position in the Shinn organization after the VA found discrepancies in the school's reports last year.

H. W. Johnson, regional director for the VA, said the cases of the 35 students at Jefferson were being reviewed individually, but would not comment further. He said that the VA had originally questioned payments to 39 students at LaFayette but that further investigations had reduced the number to seven, which were still under review.

Johnson said that the VA had not completed "any compliance review at this point" at King's but that such a review was "under way."

The VA's request for the FBI investigation was channeled through U.S. Middle District Atty. N. Carlton Tilley Jr.

Johnson would neither confirm nor deny published reports that the VA had also turned over information pertaining to Shinn schools to eastern district U.S. Atty. Thomas S. McNamara here. He said that once a matter was "referred to the U.S. Attorney" any comment should be made "at their discretion."

McNamara was out of town Wednesday and could not be reached for comment.

Shinn's rags-to-riches career was recognized last fall when he was awarded the Horatio Alger Award by the American Schools and Colleges Association.

The chairman of the selection committee was Norman Vincent Peale. Shinn estimated in a recent interview that he had donated $25,000 to $50,000 to Peale's New York-based Foundation for Christian Living, but said he was surprised that he had received the award.

[From the Waco Tribune-Herald, Waco, Tex., Jan. 22, 1976]

FORD'S BUDGET PROPOSALS AFFECT VA FLIGHT TRAINING

(By Ralph Strother)

Officials at local Veterans Administration offices and professional flight schools were taken by surprise Monday at news of plans to end funding for incoming students in advanced flight training programs, effective July 1.

The proposal, and it is only that, was contained in President Ford's budget message released Monday. Even if the $1.5 billion budget-saving measure is approved by Congress it would not affect the 400,000 veterans enrolled in flight training in the U.S.

Jack Coker, director of VA regional headquarters said, "It's news to me. I haven't heard anything about it, not even a rumor. But then we wouldn't be told until the measure becomes law."

Administration and national-level VA officials claim the proposal was made because of high dropout rates and abuses of the program.

Under the current program, VA will finance 90 per cent of the cost of advanced pilot training. Federal guidelines stipulate that at least 50 per cent of flight program graduates must be engaged in aviation-related pursuits.

But national officials say too many veterans use the training to pursue flying as a hobby, and that many could pay for the courses while holding good paying jobs unrelated to aviation.

There are two VA-approved flight schools in Waco—Texas Aero and Professional Flight, both at Madison Cooper Airport. Representatives of both were surprised at the move and each denied the claims of widespread abuse, at least as far as their operations were concerned.

Gary Tarpley, chief flight instructor at Texas Aero, said most of the firm's 20 students in the GI program were taking the training to promote their careers. He said surveys conducted by VA always showed Texas Aero students well above the 50 per cent required to receive funding.

Ted Moden, chief pilot instructor at Texas Aero said there never has been a hint of plans to drop the program and never an indication of dissatisfaction from VA officials about its conduct.

Norm Seward, president of Professional Flight, which has about 12 students in the program, expressed concern.

"I'm biased," he said. "I did a lot of my pilot training on the Korean GI Bill. That's how I got my certification. I could have done it on my own, but it would have been a lot harder and taken a lot longer."

"Pilots taking advantage of this program are in it for more than a hobby," Seward said. "I know of many people who have benefitted greatly. Both the other instructors here and many of those in other local flight schools have received their training from the GI Bill. If we are going to drop every government program that has abuses, we'd better drop them all."

As far as the loss of business, Seward said it naturally would hurt, "but Professional Flight does not and will never depend on GI benefits to stay in business."

Translated into money, the combined loss of business to the two schools, based on 1975 figures, would be more than $35,000 a year. That is how much the VA paid out in benefits to students of the two schools last year.

Shinn estimated his holdings at $10 million. They include the business schools, a lucrative consulting business with some 45 schools across the country as its clients as well as insurance, personnel and leasing businesses. He is looking for an insurance company to buy.

Shinn attributes his business turnaround to a religious conversion in his car in 1970 or 1971 on the way home from a meeting in Durham with several consultants. He now makes many business trips in a private Lear jet.

His good fortune also stems from a boost his schools received from a lower authority—a 1972 policy change by the state Board of Education that opened the gates for the massive influx of veterans into his schools. The change made it possible for the veterans to receive fulltime benefits by going to school 12 hours a week rather than the 25 hours previously required for students at schools that did not offer degrees. The change was made at the request of an advisory committee to the board representing the business schools.

"One man told me I didn't have a prayer," Shinn said of his meeting in Durham with the consultants. "When you don't even have a prayer, everything is gone. I went into a depression state when I was driving and started crying and praying . . . I just pulled off the road and started praying the hardest I've ever prayed in my life. It was the only time in my life I can remember admitting being weak. I told the Lord if He would just help me pull things out, I'd give my life to Him."

In a separate interview, Shinn added, "I think the religious commitment had a great bearing on my life . . . Did it make me rich? Absolutely not. What it did was change my attitude. My creditors started listening to me."

Shinn said his only goal had been to keep the schools open. "I didn't have a goal to make money," he said. "It was the farthest thing from my mind."

Shinn's rags-to-riches career was recognized last fall when he received the Horatio Alger Award from the American Schools and Colleges Association. The honor has been widely publicized in the North Carolina press. The only other North Carolinian ever to receive the award was the late Luther Hodges, former governor and U.S. secretary of commerce.

The chairman of the selection committee was Norman Vincent Peale.

Shinn estimated that he had contributed a total of $25,000 to $50,000 to Peale's foundation, but added that he was surprised to receive the award.

"I never won anything in my life," he said. "I guess I was like a kid. When I told my people about (the nomination), they laughed. They thought it was a joke."

Shinn started out working in a textile mill in his native Kanapolis, but had to quit because of a back injury. He worked his way through Evans Business College in Concord, first as a janitor, then as a recruiter. Eventually he became manager of the school.

In addition to King's, he now owns Jefferson College in Greensboro, LaFayette College in Fayetteville and Rutledge College in Greenville, S.C. The schools are all successful—and their success has led to his consulting business.

The consulting firm specializes in recruiting veterans as students for educational institutions.

But the success is recent. In 1971, the schools were going badly.

Only about 200 students were enrolled at King's, 1,500 fewer than are enrolled now. There were problems paying bills and meeting payrolls, Shinn said.

Within two years, thanks to the recruiting of veterans, Shinn's fortunes were reversed.

In calendar 1974, King's grossed $1.3 million, according to an audit by Price Waterhouse and Co. that was submitted to the UNC Board of Governors as part of the school's application for a degree-granting license.

At the end of the year, the school showed a profit of $101,448 and had paid George Shinn Associates $297,473 for consulting services, according to the audit. Another $313,707 went to recruiting expenses and $339,308 was spent for "instructional and classroom expenses," the audit said.

The audit said the consulting fee was "comparable" to those Shinn's corporation received from "non-related institutions for the same services."

At the time his fortunes began to change, Shinn also began to make contacts with influential people, including Raleigh businessman Kidd Brewer and, later, Peale and Fourth District Rep. Nick Galifianakis, D-N.C.

Galifianakis represented King's in its degree-granting application to UNC.

Brewer, who owned the Sir Walter Hotel at the time, came into the picture when King's was looking for dormitory facilities, Shinn said.

Shinn said Brewer had helped him secure a bank loan and had helped him contact "some people who might have been able to give me advice." Supt. of Public Instruction A. Craig Phillips, for example, spoke at the dedication of King's new building on Martin Street in 1973. Phillips said in a recent interview that he had been invited by Brewer and that he did not know Shinn.

"I had difficulties and he sort of shouldered them, just like a father," Shinn said of Brewer.

Brewer was the original owner of the land on which Crabtree Valley Shopping Center now stands. He received 8,026 votes in a 1964 gubernatorial bid he launched the day he was paroled after four months in Central Prison for his part in a highway sign scandal. Brewer had been convicted of paying kickbacks to a Highway Commission engineer.

Shinn also became a prominent—and generous—member of the Hayes Barton Baptist Church.

Meanwhile, in the state's restructuring of higher education of 1972, the state Board of Education approved the policy change that made it possible for Shinn's schools and others like them to recruit thousands of veterans to take advantage of their educational benefits under the GI Bill.

The newly-formed UNC Board of Governors was to have licensing authority over all non-public degree granting schools. In order to allow for-profit business schools to begin moving toward offering degrees, the Board of Education authorized the Department of Public Instruction to approve collegiate courses at for-profit business schools. The department's approval was necessary for students at non-degree granting schools to be eligible for veterans benefits. The UNC board has licensed or provisionally licensed 11 business schools to offer degrees.

The schools began recruiting veterans in earnest and they began to pour in, but non-veterans in Shinn's schools increased only modestly.

By last spring, King's had run into trouble with the Veterans Administration because more than 85 per cent of its students were veterans. The VA requires that such schools not exceed 85 per cent veterans in their enrollment.

King's then proposed to stop enrolling veterans in business courses and enroll them as students in fashion or secretarial courses.

On March 20, H. W. Johnson, regional director of the Veterans Administration, wrote to Britt Dorman, president of King's: "In your letter to me of March 10, 1975, you state you cannot enroll new veterans in your business administration-management course because of the 85–15 per cent ratio requirement in Public Law 93–508. To avoid this requirement, you propose to enroll all new veteran students in your 'two-year fashion course' or your 'two-year secretarial course,' both of which you state have a high percentage of non-veterans.

[From the Salisbury Post, Salisbury, N.C., Jan. 22, 1976]

N.C. SCHOOL PROBED FOR POSSIBLE GI BILL FRAUD

RALEIGH (AP).—The head of the FBI in North Carolina said Wednesday the agency is investigating a Greensboro business school owned by George Shinn, a Raleigh millionaire.

Louis S. Giovanetti, special agent in charge of the FBI in Charlotte, said the Veterans Administration had requested the investigation. He said the probe is to determine whether Jefferson College had made "false verification to the government" that students eligible for GI Bill benefits were attending the school "when in fact they were not in attendance."

As of last spring, Jefferson enrolled 776 veterans and 83 nonveterans.

Other schools owned by Shinn include King's College in Raleigh, LaFayette College in Fayetteville and a school in Greenville, S.C.

[From the Fayetteville Times, Fayetteville, N.C., Jan. 22, 1976]

FBI CHECKING SISTER SCHOOL OF LAFAYETTE

The Federal Bureau of Investigation is investigating a Greensboro business college owned by the same Raleigh businessman who owns LaFayette College in Fayetteville, according to the Associated Press.

Louis S. Giovanetti, special agent in charge of FBI operations in North Carolina, confirmed that Jefferson College in Greensboro is under investigation for alleged violations involving Veterans Administration funds.

Jefferson College and LaFayette College were ordered earlier this month to restructure their records keeping procedures following complaints by VA officials. Both business schools are owned by George Shinn of Raleigh.

Giovanetti said the VA referred the case to the FBI to determine whether Jefferson College has provided "false verification to the government" concerning eligibility of students for GI Bill benefits.

The probe also will examine whether the school received funds for veterans "when in fact they were not in attendance" at the school, Giovanetti said.

[From the Northwest Missourian, Northwest Missouri State University, Maryville, Mo., Jan. 23, 1976]

PROPOSAL GIVES INSTRUCTORS THE POWER TO DROP STUDENTS—HAS THATE'S BLESSING . . .

A proposal initiated by Mrs. Martha Cooper, Registrar, would, if adopted, allow faculty to drop students who "miss an excessive number of classes." The proposal has the support of Dr. Charles Thate, provost, and now sits before the Standing Committee on Admissions, Advanced Standing and Graduation of the Faculty Senate for review.

The proposal would hand faculty the power to drop students from class rolls before the end of the initial 10 weeks of the semester if the instructor believes the student has missed "an excessive number of classes." Each instructor decides what constitutes excessive absenteeism.

Rather than being a punitive action in most cases, Cooper believes the proposal will aid students in some cases. If a student is to be dropped for missing classes, it must be before the 10-week cutoff period, meaning that the student's grade point average will not be affected. However, instructors will still have the option of not dropping the student, but failing them at the end of the semester, even if the proposal passes.

"It's not a punitive proposal except in cases where students have signed up for classes, collected their money (grants and veteran's benefits) and are not showing up for classes," Cooper said. "A few students are doing that."

An appeal has been incorporated into the proposal that she says may be used "if the student feels like he is being treated unfairly."

One of the reasons Cooper drafted the proposal came as a result of the feedback her office receives from faculty. "The faculty just doesn't want to grade students who don't come to class. That's the request we're getting from faculty. I must have the names of 500 students who didn't show up for classes last fall, and faculty members wanted us to find out what happened to them, why they weren't coming to class."

Another thrust of the proposal is to penalize students who are receiving financial aid based on the number of credit hours they sign up for. "It will stop the veteran (Veterans Administration bill) abuse which is pretty serious and those students who sign up and collect the money, and then don't attend classes."

"It can't hurt the student," Cooper said, noting that the students record shows only a withdrawal from class, rather than an F or an incomplete.

Supporting the bill is Thate, MSU provost. "I don't know what is going to happen to the bill," Cooper said. She does not expect the bill to be implemented this semester even if passed by the Faculty Senate.

[From the Atlanta Constitution, Jan. 23, 1976]

SCHOOL FOR SCANDAL?

An estimated $225,000 in overpayments at Savannah State College has caused the Veterans Administration to launch a "major investigation", into the records of every veteran who attended the school since 1966.

A preliminary probe has already caused the VA to cancel February checks to about 175 Savannah State veteran students. And William Tate, regional VA director, says, "What we have seen from that sampling looks real bad. Until something is done, we have no faith in what is going on down there."

Apparently what is going on down there is fraud. Or incredibly sloppy record-keeping. A routine review of 233 veterans' records at the school shows errors in between 75 and 80 per cent with overpayments averaging $285 apiece, according to a VA spokesman. And officials say some veterans not even enrolled were being sent monthly checks.

But a situation like this means something else is going on. Distrust for the VA, for honest veterans and for the school is going on. The feeling that they should not be getting additional funds for education is going on. And in taxpayers' minds the question of how widespread these overpayments are is going on.

The thorough investigation promised by VA into the Savannah State affair will certainly bring some changes. Already the man in charge of veterans' affairs at the college has resigned. And the college has been disqualified from accepting any new veterans as students for the quarter just begun.

This scandal will hurt the honest veterans and officials who are involved in the much-needed veteran education program. But it would hurt more if allowed to escape without strong censure and safeguards to make sure it doesn't happen again.

And after the Savannah State probe the question in Georgians' minds will still be, "Where else is it happening?"

[From the Chattanooga Times, Chattanooga, Tenn., Jan. 25, 1976]

BILKING OF VA BY SCHOOLS, VETERANS SEEN WIDESPREAD

SMALL PERCENTAGE OF THOSE ENTITLED TO USE BENEFITS TAKEN IN BY INSTITUTIONS THAT REQUIRE CHECKS BE MADE TO THEM

(By Naman Crowe)

"Extra cash for veterans."

"Get a good education and receive hundreds of dollars."

"Advance $$$ Payment to you!" etc. So go the business school ads here and around the country.

The U.S. Veterans Administration which expects to spend $6.2 billion in fiscal year 1976 for education under the GI Bill for more than three million veterans, admits that in many instances it is being ripped off, not only by the schools but the veterans themselves.

Most officials feel that the abusers make up a small percentage, that most veterans who use the GI Bill for an education are sincerely trying to get an education, and that most schools are honestly trying to provide them with the opportunity.

There are some 3,775 veterans in training in the Chatanooga area receiving $1,200,000 a month or about $14.5 million a year. Most are in schools of higher learning such as universities, community colleges and business schools, according to the VA regional office in Nashville.

A brief look last week found that at least one school, the National School of Business, 3611 Brainerd Rd., apparently has been operating below the standards of the State Approving Agency, which has the responsibility of approving schools for VA benefits.

The school, which advertises "Cash-Tax Free Benefits, Don't let your GI Benefits Expire," and goes on to list the amounts, $270 per month if single, $321 if married, $388 with three dependents and $22 for each additional dependent, has been the source of complaints.

Most of the complaints, according to the Veterans Affairs Office here, concern the practice of requiring that the VA check be sent directly to the school, that the school takes out the amount due it and then writes the veteran a check for the remainder.

The VA, which says that this is not an unknown practice, is more concerned with word of mouth, anonymous and unsigned complaints indicating that many go to the school just to get the money and that many who go to get an education complain about not learning anything.

"We found that some of the students were not pursuing the course and the number of hours the school told us," Eugene Pickeral of the VA's Regional Office said following a visit to the school last September.

Pickeral, who serves as a VA liaison representative between the State Approving Agency and the schools, said the unannounced visit showed that "the school's record's did not reflect an accurate attendance on some of the students."

"We found that some of the students were not there as recorded by the school," he said. "Also they didn't have adequate records in some instances on the progress or grades of some students," he said.

"We found them in error in computation of the 85/15 ratio requirement (at least 15 percent of the students have to be non-veterans in order for the school to be approved)," he said.

"The school did not have adequate records of previous training of the students in order to grant appropriate credit or appropriate training," Pickeral said.

Pickeral said the same problems were found at both branches of the school, which also operates in Cleveland, Tenn.

The major problems, he said, were reported to the State Approving Agency which visited the school Dec. 18 and is preparing a report to the Veterans Administration.

Pickeral, who reported he advised officials at the National School of Business about the shortcomings, said that future action depends on what the SAA report states.

After that report and perhaps another visit by the VA, and if the problems have still not been cleared up, a report will be sent to the State Commission on Educational Allowances, which will then set up a hearing for the school.

Based on that hearing the VA director will make a decision. Then the school has a last appeal before the Commission on Educational Allowances in Washington, D.C.

Pickeral pointed out that his office and the State Approving Agency, a division of the Tennessee Department of Education, is not trying to run the school out of business but will be working with the school to bring it up to standards.

Jack McCoy of Cleveland, who has owned the National School of Business about five years, said the problems have already been cleared up.

Part of the problem, McCoy said, was that the school changed from the clock hour to the credit hour "but the system was not converted."

As for keeping records of previous training and credit, McCoy said both schools are now using a printed form for everyone to fill out when they enroll, listing their previous training and credit.

McCoy, noting that his Chattanooga branch only opened last March, said the attendance problem was the result of "four or five boys slipping out at coffee break and being caught" by the VA field team.

"All the problems have been corrected," he said, "and we now take a roll call every hour."

[From the Chattanooga Times, Chattanooga, Tenn., Jan. 27, 1976]

COOK SAYS MANY VETERANS ATTENDING JUST FOR MONEY

(By Naman Crowe)

Veterans receive full benefits for any type of institutional training from beauty school to industrial apprenticeship and on-the-job training. There is a slight adjustment for correspondence schools, and for part-time training.

"A large percentage are just going for the money . . . you know it and I know this is the truth . . . but nothing can be done about it,' says Bryant Cook, field representative for the Tennessee Department of Veterans Affairs.

Bill Prince, another field representative for the department, describes the problem as a necessary burden so that those who really want an education can get it.

Jim Bach, VA campus representative at UTC, believes that those who blatantly abuse their GI benefits are in the minority, but that he sees daily a type of greed which he calls "a condition of the country."

The most frequent remark he gets, as much as 30 times a day, he said, occurs when he tries to tell a veteran that a certain course or repeat of a course is not necessary.

"Why not, I'm entitled to that money; I gave them four years of my life!" often is the reply, he said.

Bach said he works with the students day in and day out, not only at UTC but McKenzie College, Edmondson College of Business and Tennessee Temple. Approximately 2,500 veterans are involved.

Stan Collins, the VA representative for Chattanooga State, Cleveland State, Bryan College, Southern Missionary College, Lee College, Tomlinson College, Wesleyan College and Hiwassee College, involving about 2,200 veterans, would make no comment.

According to Bach, neither he nor Collins ever goes out to the National School of Business here or at Cleveland which has a total of 500 veterans.

VA officials consider it a fact that the majority of veterans who use the GI Bill are taking courses in which they are at least interested in or that they think will improve their lives.

VA officials consider it a fact that the majority of schools which benefit through the GI Bill do so by providing an educational service which will improve the lives or satisfy the intellectual pursuits of the veterans who go there.

But with $14 million per year being spent here for education under the GI Bill, and $6.2 billion expected next year throughout the country, the question of abuse takes on added importance.

That money can be made by simply enrolling in school is not disputed by VA officials.

That money is being made by many, both schools and veterans, because of the GI Bill is not disputed by VA officials.

That the great majority of the veterans who are not using the GI Bill are the poor and uneducated is not disputed by VA officials.

That the great majority of the veterans who abuse the GI Bill tend to be better educated, have better jobs and more time on their hands than the average veteran is not disputed by VA officials.

That the poor and uneducated tend to be the victims of schools which abuse the GI Bill by offering expensive courses and textbooks without quality instruction or evidence of life improvement is not disputed by VA officials.

That the schools which abuse the GI Bill make their appeals to the poor and uneducated by offering lower entrance standards, less rigid attendance requirements, vivid claims to better lives, immediate cash and no interference with present job hours, is not disputed by VA officials.

[From the Atlanta Journal, Atlanta, Ga., Jan. 27, 1976]

SAVANNAH VA AUDIT SHOWS "NEGLIGENCE"

(By Nancy Lewis)

A preliminary Veterans Administration audit at Savannah State College indicates "negligence" in certifying students for GI benefits resulting in overpayments of perhaps several hundred thousand dollars, the VA regional director said Tuesday.

A. William Tate placed the blame for the situation on the college's record-keeping system, but officials for other colleges said the VA's own record-keeping often had been responsible for overpayment to their students.

The overpayment problem at Savannah State highlights what has been a continuing national controversy over who is responsible for verifying students' enrollment as a condition of receiving benefit checks.

The audit at Savannah State was undertaken after a VA compliance official found several irregularities in student records. The audit has been going on for more than a week and has resulted in the VA clamping a lid on veterans' entitlement at the school for the present quarter.

The school's veterans officer resigned Friday, the same day the state veterans certifying office withdrew benefits approved for the Savannah school.

"We've got some real problems down there, mainly in the record-keeping," Tate said. "It appears that probably the Board of Regents will have to do something to get the record-keeping in order."

"The federal government can't be the police for the whole world. Other government entities have responsibilities, and you have to draw the line somewhere and put your allegiances somewhere," Tate said Tuesday.

The major discrepancies found in a sample audit from about 1,000 veterans attending the school were failures to notify the VA that students had withdrawn from school or reduced the number of hours they were taking, Tate said. A single veteran receives $270 if he is enrolled full-time, less if he is enrolled for fewer than the full-time hours. A married veteran receives more, as does a veteran with children.

Under the present VA record-keeping system, a student is "put on the payroll" for his entire anticipated term of study when he first enrolls. This would be for a four-year period in Savannah State's case.

The veteran will continue to receive monthly checks, Tate said, until the school notifies the VA of some change in the student's status. The VA itself only rarely checks to see whether a student is actually enrolled, and Tate said the agency delegates this entire responsibility to the school.

However, the financial aid director at one major state university said preliminary checks of the VA have shown that on some occasions, students were still on the VA payroll eight or nine months after the agency had been notified the student had left school.

There have been similar complaints by officials of schools throughout the nation, particularly in regard to a recent VA directive college officials had feared would require them to take daily roll call in their classes.

That directive was aimed at earlier pinpointing of students who stop attending classes but don't formally withdraw and therefore continue getting their VA checks.

The VA since has backed down on this directive.

"It's quite a burden to keep up with the veterans," one financial aid director said. "It put an unreasonable responsibility on the college to certify a student for a four-year period and require us to keep track of that student for the whole term."

A University System of Georgia official said the system is "staying out of it right now" because the audit is strictly a federal one and the state has not been given copies of the audit's findings. He did point out that it appeared exhaustive searches for records were not always being made. Tate also mentioned that student records at Armstrong State College had not been cross-checked where Savannah State records indicated they need to be.

Savannah State and Armstrong State, located about five miles apart, conduct numerous cross-enrollment programs.

Once the amount of the overpayments is determined, Tate said, the college could be held responsible if the VA feels it has been "negligent" in its record-keeping.

"I expect we are going to find they were negligent," Tate said. It is doubtful, however, that the federal government actually could gain repayment from the state of Georgia.

This is because of the doctrine of "sovereign immunity," which says a state cannot be sued unless it gives its own permission, and that the federal government cannot order a state to pay to disburse any funds.

[From the Chattanooga Times, Chattanooga, Tenn., Jan. 28, 1976]

VA ACTS ON COMPLAINTS OF CHEATING ON GI BILL

(By Naman Crowe)

The question of abuse has different definitions according to one's legal or ethical interpretation of the GI Bill.

Is it abuse for a veteran who doesn't really need it to get every last penny to which he or she is entitled?

VA officials agree that for those veterans who have good jobs and good educations to take a few courses for the money, while not being within the intent of the GI Bill, it is still not abuse in the strict sense.

They are entitled to the money and under the law cannot be denied the use of it, says C. L. Dollarhide, deputy director of educational services for the Veterans Administration.

"Just making money was not the purpose for which the bill was intended, but the fact is that if they served their country they are eligible for the money," Dollarhide says.

But VA officials agree it is abuse in the strict sense for a veteran to enroll in a school for the money and not attend the classes or make any effort to even learn the subject.

The reason that this is abuse is because under the law the school is required to have certain standards, including adequate attendance regulations and progress requirements, for each student before it is approved for veterans training.

Every time this type of abuse comes to its attention, the VA says it responds. Its first action usually is to stop sending the veteran his check.

But before it comes to the VA's attention someone has to complain. Usually, this is up to the school. The problem of discovering or preventing this type of abuse, says Dollarhide, is "liberalization of institutional policies."

He points to the dropping of previous standards at many universities, including new open admission policies and nonpunitive grading which permits withdrawal during the last week of class without suffering a grade-point loss.

Pat Hogan, VA information officer for the Southeast, while pointing out that he has heard of no problems at UTC, says that many attendance problems arise because of individual instructors," and I can understand it" when there is a very large class.

Dollarhide, noting that the VA has no enforcement power over schools, says the agency is already being criticized across the country for attempting to interfere with the public education system.

The VA has certain indirect control over schools because of its contract agreement with the department of education in each state which approves schools for veterans education.

But that veterans would be denied the chance to attend major universities in the country because the universities didn't agree with the VA's attendance or learning standards is not realistic.

Because of such problems there is even a school of thought says Hogan, "that the veteran should just be given $12,000 upon discharge for an education. And if he wants to abuse it, OK."

Realistically, even considering the VA's ultimate lack of control over universities, the opportunities offered by the universities would seem to outweigh the possibility of abuse by some veterans.

Of course there is no way to know how much in dollars the abuse costs.

"We are of the opinion that the majority of veterans are making legitimate use of the money, and it doesn't involve that many people," says Dollarhide.

Another type of abuse of GI Bill benefits, however, which seems to be the greatest problem because it is fused two ways, are some schools cropping up across the country with no other motive than to feed on the GI Bill.

This type of abuse has an added ethical significance because it not only, in one sense is a collaboration between the veteran and the school for mutual monetary gain but because in many instances it cheats those veterans who have honest intentions of bettering their lives.

[From the Chattanooga Times, Chattanooga, Tenn., Jan. 28, 1976]

500 of the 700 Students at National Are Veterans

(By Naman Crowe)

The National School of Business occupies space in a building at 3611 Brainerd Rd, It's accessible through an alley. Inside, a woman sits at a typewriter writing checks. It's a busy night. The VA checks have arrived. Men come in a few at a time and stand by the desk.

To the right are two small rooms. The door to the first is closed, muffling the sounds of some machine, a film projector or tape recorder perhaps. The other door is open, showing a long table with men sitting on each side. An accounting class. A question. "What's the first thing you do?" drifts out into the outer room.

On the other side of the room is an open door. A typing class. "JJA . . . JJA . . ." reads the instructor, The visitor is directed to another room. To the left. A sign says "Off Limits to Students." It's a long room with a desk at one end, partially hiding a rather plump man wearing one of those shirts the tourists buy in Florida.

Amid a pile of folders and books the man finds a school booklet and hands it to the visitor who returns to the outer room to look it over. The woman at the typewriter is asking a man about a textbook. She figures that in with the school fee before writing the man out a check. He takes the remains of his VA benefits and leaves.

Back in the long room the pudgy man explains that the school's main course for men is the junior accounting course. He explains the VA benefits. The school charges $108 a month for the course, he says. Asked about books, he says they range from $35 to $70 apiece.

He interrupts to remark to a man coming through the door. Something about a new teacher. "She's the prettiest one we've had here," he tells the man, apparently the local school's director. Comments are exchanged, and the man leaves chuckling.

Except for books a veteran who is single would clear $102 a month, Asked who gets the check, he says the school does it the way the veteran wants but that the school prefers to have the check sent directly to them. It permits better recordkeeping, he says, and "we want to get our money, too."

On the subject of attendance, he becomes edgy, taking off his glasses, to advise the visitor that the school doesn't believe a course can be passed unless the student comes every day. What's the limit for absenteeism? "It was nine consecutive days, but it's been changed," he says.

He shows the visitor "the new list" which explains that the student is allowed only five unexcused absences per quarter. "Additional absences will lower grades," the statement says. Extreme absenteeism will result in dismissal "from that class only and in the case of a veteran will change his payment status." Any student who misses seven unexcused consecutive days will be terminated, it says.

He explains that the other main course is "higher accounting which is just an extenuation of junior accounting." Before leaving the visitor is provided with an admission form and a 1975–76 application booklet for a basic educational opportunity grant.

In the outer room the woman is still typing out checks. The school, according to owner Jack McCoy of Cleveland, graduated 562 people at both locations last year. There are presently about 700 enrolled at the schools, "about 500 veterans and 200 girls."

The 1975–76 school booklet includes two pages listing the names of former students, their places of employment and job titles. Of the 63 names listed in the NSB booklet, only seven are men.

Checking the male names The Times found only one man still holding the job which the school lists him as holding. He told The Times he was satisfied with the school. Employers at the other places said the people hadn't worked there in a year or two.

Only one employer offered to comment on the NBS graduate. "He just couldn't catch on," the employer said. As for the school, the employer said "it didn't help him none, but it didn't hurt him either."

The Times checked over a dozen women on the list, finding only one still holding the job. That woman said she owed her job to the school. Three women are listed in the booklet as working as medical secretaries at Parkridge Hospital. The personnel office there told The Times that it could find records for only two of the women. Both were terminated, one in 1974 and one last year. Hospital policy would not permit comment on the terminations except by written request.

Comparing the cost of books at NSB, The Times found that the average price at other business schools here and at UTC are $5 to $10. An expensive book is considered to be $15. UTC had the most expensive single book, a graduate engineering text for $50.

[From the Atlanta Constitution, Jan. 28, 1976]

SCHOOL FOR SCANDAL?

An estimated $225,000 in overpayments at Savannah State College has caused the Veterans Administration to launch a "major investigation" into the records of every veteran who attended the school since 1966.

A preliminary probe has already caused the VA to cancel February checks to about 175 Savannah State veteran students. And William Tate, regional VA director, says, "What we have seen from that sampling looks real bad. Until something is done, we have no faith in what is going on down there."

Apparently what is going on down there is fraud. Or incredibly sloppy recordkeeping. A routine review of 263 veterans' records at the school shows errors in between 75 and 80 per cent with overpayments averaging $265 apiece, according to a VA spokesman. And officials say some veterans not even enrolled were being sent monthly checks.

But a situation like this means something else is going on. Distrust for the VA, for honest veterans and for the school is going on. The feeling that they should not be getting additional funds for education is going on. And in taxpayers' minds the question of how widespread these overpayments are is going on.

The thorough investigation promised by VA into the Savannah State affair will certainly bring some changes. Already the man in charge of veterans' affairs at the college has resigned. And the college has been disqualified from accepting any new veterans as students for the quarter just begun.

This scandal will hurt the honest veterans and officials who are involved in the much-needed veteran education program. But it would hurt more if allowed to escape without strong censure and safeguards to make sure it doesn't happen again.

And after the Savannah State probe the question in Georgians' mind will still be, "Where else is it happening?"

[From the Greensboro Daily News, Greensboro, N.C., Jan. 29, 1976]

JEFFERSON REIMBURSES 7 VETERANS

Jefferson College has reimbursed seven veterans and former students at the college who were required to repay to the Veterans Administration unauthorized GI Bill money they received last year.

According to Jefferson President William C. Wonnacott, seven veterans were given about $1,000 after they were informed by the VA that their overpayments would not be waived. Wonnacott said the Jefferson payments to the veterans are "on an individual basis."

"We can only repay them after the VA has sent them letters indicating the overpayments are not going to be waived."

H. W. Johnson, regional director of the VA, said his office is continuing to process waiver requests from the group of 35 veterans. "We will notify all the veterans as promptly as possible," he said.

The problems of the 35 veterans began after they decided to continue their studies at the school—after conferring with Jefferson officials—after they had completed the 108 hours required for a diploma.

Jefferson, however was due to receive degree-granting authority in a few months, and the veterans were told by Jefferson officials that it would be permissable for them to continue classes toward the degree under the GI Bill.

The VA, after learning of this, ruled that the veterans were not eligible for the extra benefits and would be required to repay the money.

Following the disclosure of the veterans' problems, Jefferson College became the subject of an investigation by the VA and the veterans affairs office of the state Department of Public Instruction.

A number of alleged operational and bookkeeping irregularities were found, and the U.S. Attorney's office was alerted. The FBI is now conducting a probe of Jefferson College, and the VA has suspended, temporarily, the enrollment of additional veterans at the school.

[From the Pensacola News Journal, Pensacola, Fla., Jan. 29, 1976]

VETERANS FOUND CHEATING ON GI BILL; PJC, UNIVERSITY TO MONITOR STUDENTS

(By Mary Barrineau)

Northwest Florida veterans who try to collect money from the Veterans Administration while not seriously trying to further their educations are going to find it a lot harder from now on.

Both Pensacola Junior College and the University of West Florida have developed new rules to crack down on abuses of the GI Bill, which gives veterans money to go to school.

Developed in response to Congressional outrage at abuse of the system, the new rules will require that veterans not only attend classes regularly, but maintain a certain grade point average.

At PJC, where veterans coordinator Jim Webb estimates at least $327,600 may be "ripped off" yearly by as many as 150 veterans, the college has already begun to audit class attendance and report veterans who miss more than one week's worth of classes in a course.

Although the Veteran's Administration has always had rules about class attendance and grade point averages, few colleges in the past monitored veterans to weed out abusers.

As a result, explained Webb, a veteran could register for a course, receive his GI Bill funding, and then withdraw from the course or stop coming to class.

"From now on we're going to require that students not only attend class, but that they maintain a certain grade point average to continue to draw benefits," said Webb.

Colleges and universities not complying with Veterans Administration requirements as enforced through the Florida Department of Education face loss of approval for veterans to attend their classes.

At UWF, where officials say the potential for abuse is much smaller than at PJC because of a more mature, upper division student body, the problem will be approached differently.

Beginning spring quarter, veterans must complete 75 per cent of all attempted course work, with the percentage including withdrawals, incompletes and failures, except in extenuating circumstances. In addition, attendance will be monitored.

[From the Gulfcoast Journal, Pensacola, Fla., Jan. 30, 1976]

PJC'S RULES FOR VETS CALLED DISCRIMINATORY

(By Mary Barrineau)

The president of Pensacola Junior College's Veterans Association charged Thursday that new college rules to crack down on abuse of the GI Bill are blatantly discriminatory against veterans.

In addition, said James Postell Jr., the rules will seriously impede the educational progress of many of the 95 per cent of veterans who aren't trying to cheat the government.

"We're all for weeding out the abusers," said Postell. "But the college is taking the crackdown one step further than the Veterans' Administration requires."

From now on he said, the college will not only notify the government if a student misses more than one week's worth of classes, but in addition, will withdraw the student from the courses he misses.

Non-veterans are not kicked out of a class for non-attendance, said Postell.

"The average veteran is about 24 years old, married with at least one child and a job to hold down," he said. "There are all sorts of reasons he might have to miss class. But he has paid for the course and should have the right to try to stay in school."

Postell said he doesn't object to the government terminating veterans benefits for the course because of non-attendance, but objects only to the junior college withdrawing the student.

The president said campus veterans were angered Thursday when they read about abuses of the GI Bill pointed out Wednesday by PJC veterans coordinator Jim Webb.

Although he admits Webb was probably right in saying that some 5 per cent of PJC veterans might be involved in abuse of the bill, Postell says the junior college has encouraged such abuse in several ways.

"It's the college's fault for not having a set policy for veterans to follow," said Postell. "We've been trying for months to get them to write down a policy so we would know what we're supposed to do."

Webb said the junior college has developed new rules in response to directives from the Veteran's Administration and Florida Department of Education.

Not only will the rules require regular class attendance for veterans, they will require that veterans maintain a certain grade point average. The specific grade requirement has not yet been determined by the college.

Although the Veterans' Administration has always had rules about class attendance and grade point averages, few colleges in the past monitored veterans to weed out abusers, said Webb.

A common form of abuse consisted of a veteran registering for courses, receiving his GI Bill funding, and then withdrawing from the course or quitting class attendance, said Webb.

But Postell said the junior college often encouraged veterans to withdraw from courses if they missed a number of classes rather than get failing grades.

"If a teacher gave a student an F", he would have to meet with a counselor before getting his benefits reinstated. If the teacher gave him a withdrawal, the student didn't have to do anything," Postell said.

And he pointed out, the college itself benefited from the abuse as much as the veterans.

"The veteran had already paid his tuition to the college when he withdrew. So the college gets the money, without having to teach the veteran," said Postell.

However, veterans get living allowances as well as tuition under the GI Bill.

For instance, a veteran with a wife and one child to support who is taking nine hours in the college degree program at PJC would receive $182 per month from the GI Bill.

But his tuition for an entire four-month term would be $108, if he is a Florida resident.

Postell said the Department of Education wants PJC to now figure incompletes and withdrawals as "F's" when computing grade point averages, but PJC hasn't agreed to do so yet.

University of West Florida is getting around that problem by wording its new policy to say that veterans must complete 75 per cent of all attempted course work with the percentage including withdrawals, incompletes and failures, except in extenuating circumstances.

Tom Dobson, UWF veterans coordinator, said only those who are out to abuse the system will be adversely affected by the university's policy.

[From the Montana Kaimin, Missoula, Mont., February 1976]

AGENCY TO ELIMINATE OVERPAYMENTS TO VETS

(By Gordon Dillow)

The Veterans Administration is trying to cut down on "overpayments" to student veterans.

The "overpayments" represent monthly GI Bill checks sent to veterans enrolled in educational or vocational training programs but are either not actively attending classes or not maintaining a sufficient grade point average.

Columnist Jack Anderson revealed last April that the VA made $446 million in overpayments in 1974. The VA later said it had recovered $333.5 million.

University of Montana Veterans Representative Larry Paige said last week only a small part of the overpayments involved deliberate fraud. Most overpayments, he said, were the result of a veteran signing up for courses and then dropping out in midterm, failing to notify the VA.

Veterans are instructed to notify the VA if they change their student status, but there is presently no effective means of enforcing these instructions, he said.

GI Bill checks mailed in November were accompanied by a warning to veterans that they must report any change of status or face penalties for fraud.

In a further effort to cut down on the overpayments, the VA has asked the "state approval agency" in each state to force state universities and colleges to adopt some method of monitoring student-veterans' academic progress and class attendance.

The "state approval agency" in each state oversees veterans education programs in that state, and has the authority to withdraw a school's eligibility to enroll students receiving GI Bill benefits. The office of the superintendent of public instruction oversees veterans programs in colleges and universities in Montana.

Paige said one method of monitoring student veterans would be to record veterans' classroom attendance. This would enable a college or university to notify the VA of the veteran's last day of attendance and allow the VA to withhold GI Bill benefits from that date.

Paige pointed out, however, that some professors might object to required roll-taking, and some veterans might object to a "veterans only" attendance check.

Bill Howard, supervisor of veterans' education and training in Montana, would not specify what monitoring policies the units in the Montana University system have adopted, but he said that in most cases "teachers are going to be responsible to knowing when a veteran was last in attendance."

Philip Bain, UM director of admissions and records, said UM has an adequate program for determining veterans' eligibility to receive benefits.

He said he sees no need for recording veterans' class attendance.

[From the Pensacola News, Pensacola, Fla., Feb. 2, 1976]

PJC VETERAN'S CLAIMS PREMATURE JUDGMENT

Accusations by the president of Pensacola Junior College's Veterans Association that new college policies designed to prevent abuses of the GI Bill are "blatantly discriminatory" are unreasonable and, certainly, premature.

Revelations across the nation that a relatively few veterans are taking advantage of educational provisions of the bill by accepting financial assistance but failing to attend classes or maintain standard grade averages have resulted in taxpayer protests to Congress and cooperation between the Veterans Administration and institutions of higher learning in an effort to preclude a continuing "ripoff."

Though percentage-wise the number of veterans who are abusing the system is small compared to those who legitimately are seeking an education, the nationwide total represents a loss of an unconscionable amount of tax dollars.

In common with many institutions Pensacola Junior College (PJC) has forwarded revised policy to the state Veterans Administration for approval, and the new policy has been drafted according to Veterans Administration guidelines.

Thus James Postell Jr., president of PJC's Veterans Association, is premature with his criticism. Until new policies are approved, current guidelines still are in effect at the institution.

And there are two aspects of federal educational assistance that Postell apparently has not considered:

(1) An institution's policies covering educational activities of recipients of veterans benefits must meet Veterans Administration criteria, else the school loses its certification.

Loss of certification means that no attending veterans can receive benefits, thus penalizing the large number of truly motivated students.

In the case of PJC, where most of the current 3,000 registered veterans are supporting one or more dependents, there would be an adverse effect on the economy as well as the individual.

(2) Though we support federal educational assistance for veterans, it is, after all, a privilege and not an inherent right. Like it or not, there must be strict

monitoring of attendance and reasonable grade standards for students whose education is financed by public funds.

We can see no reason to object to imposition of standards that are adopted to insure that those who deserve assistance receive it, and those who do not are dropped from the program.

[From the State, Columbia, S.C., Feb. 19, 1976]

PROFESSOR SENTENCED IN VA FRAUD CASE

A former professor at Friendship Junior College in Rock Hill was sentenced to a year and a half in prison Wednesday for defrauding the Veterans Administration of student tutoring funds.

Jessie E. Lampley, who headed the small predominantly black college's math department, pleaded guilty to one of numerous fraud counts and was sentenced by U.S. District Judge Robert W. Hemphill at the federal courthouse in Columbia.

Irregularities in VA funds were detected at the college last spring and an FBI investigation followed in August. A federal grand jury last December indicted Lampley, who now lives in West Point, Miss.

Lampley was charged with fraudulently obtaining veteran benefits for the tutorial services for students in his math class from January to May last year.

[From the News and Observer, Raleigh, N.C., Feb. 10, 1976]

VA TO USE KING DATA AS "HOW NOT TO DO IT"

(By Steve Adams)

The Veterans Administration plans to use instructions King's College here has given to its recruiters as "an example" to other schools of "what would not be considered acceptable," H. W. Johnson, director of the VA Regional Office in Winston-Salem said Monday.

"I would say they certainly emphasize the monetary benefits (money paid to students under the GI Bill) rather than educational benefits," Johnson said of the instructions in a telephone interview. "I don't think they are really stressing the basic purpose of the law, which is not supposed to be added income."

Veterans receiving GI Bill benefits make up the vast majority of the students at the three for-profit business schools in the state—including King's—owned by Raleigh millionaire George Shinn. Most of the school's income come from tuition paid by their students.

A married veteran with one child can receive $360 a month for attending school full time. King's tuition is $98 a month for a 12-hour course load, which the VA considers the minimum for full-time benefits.

King's President Britt G. Dorman said in a telephone interview that the school's recruiters tell a veteran "what his entitlement is," but stress the school's program. "King's College sells education, not (GI Bill) benefits," he said.

Shinn could not be reached for comment.

In an interview in his office last month, Shinn estimated the value of his holdings at $10 million.

The sheet Overstreet acknowledged as current is a sample sales pitch and includes the following passage:

"We have a program in Management Training that you qualify for that will require only 12 hours of your time a week. It may be taken at night. Now the good part of this is that the government will pay all school tuition and actually pay you $(blank) a month in tax-free money to spend as you please. I know that you are interested in knowing how you can increase your take-home pay by $(blank) a month and get a good education at the same time without a penny of cost to you."

There is no other reference to the school's educational program in the pitch.

"It's pretty obvious, in my opinion, that what they're doing there is stressing temporary monetary benefits rather than what the program can do," Johnson said of the two instruction sheets. There's not a thing in there, except one small reference (to the educational program).

While he termed the instruction sheets "not the proper approach," Johnson added that it was "questionable whether it is a violation of the law itself or a question of ethics."

Johnson said he would take up the question of recruiting practices with the school, giving King's officials an opportunity to respond. Any legal action would be referred to the Federal Trade Commission, he said.

The Federal Bureau of Investigation is conducting a fraud probe at Jefferson College, owned by Shinn, in Greensboro.

The investigation was requested by the VA to determine whether the school had made "false verification to the government" that students eligible for GI Bill benefits were attending the school "when in fact they were not in attendance," Louis A. Giovanetti, special agent in charge, told the N&O in a telephone interview last month.

In researching an earlier story on Shinn's schools, The News and Observer obtained two instruction sheets from a former King's recruiter, who said the instructions were used by recruiters for the schools. When The N&O asked Johnson about the propriety of the recruiting methods outlined in the sheets, he asked that copies be sent to him so that he could read them.

In an interview at the school, Ray C. Overstreet, King's head veterans recruiter, said that he had "seen" the first sheet, but that it had been replaced by another. Asked whether the second was the one now in use, Overstreet replied, "That's it."

Shinn, by his own account, was near bankruptcy in the early 1970s. His fortune changed, however, after what he describes as a religious conversion and a 1972 change in government regulations. The change in regulations allowed his schools to offer college-level courses and allowed their students to receive full-time GI Bill benefits for attending classes 12 hours a week rather than the previously required 25 hours.

[From the York County Coast Star, Kennebunk, Maine, Mar. 17, 1976]

U.S. Attorney, VA Eye Bible Speaks' Use of G.I. Bill

The Veterans Administration is withholding G.I. Bill payments to veterans enrolled at the Northeast School of the Bible in South Berwick, pending an investigation by the VA and the U.S. District Attorney's office in Portland of possible violations of VA regulations.

The three-week-old suspension of payments affects about 50 veterans who receive half benefits because the school is not accredited. But the investigation itself involves 75 of the school's present and former students.

Milton Nichols, assistant director of the VA center in Togus, would not say why the benefits have been suspended or how the possible violations came to his attention.

As assistant dean at the school in South Berwick said the VA decided to review the school after a routine check of the school's enrollment figures. The school's attorney, Richard Davis of Portland, added that the VA has expressed concern about records of the enrolled veterans in such areas as class attendance and number of class hours.

Peter Mills, U.S. District Attorney, said that if any criminal or civil charges are filed against the school as a result of the investigation, they will come from his office.

The Northeast School of the Bible is a nondenominational three year program which trains its 350 students for missionary work. The school is operated by The Bible Speaks, a non-profit corporation which has headquarters in South Berwick. The school is not accredited but it is taking steps to become accredited by the National Association of Christian Colleges located in Wheaton, Illinois.

The investigation of the school is expected to take between 60 and 90 days.

[From the Tribune and Advocate, Sanford, Maine, Mar. 22, 1976]

Bible Speaks School Investigated by V.A.

South Berwick.—The Northeast School of the Bible, a non-denominational ministry and missionary training program located in the former St. Joseph's Academy here, is being investigated by the Veterans Administration and the U.S. District Attorney's Office for possible irregularities in the handling of students enrolled there under the GI Bill.

A VA spokesman reported that educational assistance payments to veterans enrolled at the school have been suspended, pending an investigation which will involve both present and former students over the next two or three months.

The spokesman indicated that the matter would involve approximately 75 veterans and that the VA was concerned with regulations involving class hours and class attendance.

The school is operated by The Bible Speaks, a non-profit corporation, and is currently seeking accreditation by the National Association of Christian Colleges.

Richard Davis, a Portland attorney representing the school, said he expected that the suspended check payments to have minimal effect on the veterans enrolled there, that most of them would most likely continue their courses.

[From the Sun, Colorado Springs, Colo., Mar. 28, 1976]

VETERANS PROTEST 'ARBITRARY' APPOINTMENT OF EPCC OFFICIAL

(By Norman Draper)

The new acting Veterans Affairs (VA) Officer at El Paso Community College (EPCC) might be acceptable to the college's administrators, but to a number of veterans attending the college, her appointment conflicts with federal law.

Several veterans were so disturbed by the appointment of Lynda Lambert to the temporary position, that they circulated a petition around campus declaring the appointment "an arbitrary decision of questionable logic and doubtful integrity."

By last Thursday, the petitioners had gathered several hundred signatures.

The protesting veterans said they were not so much concerned that Mrs. Lambert was a woman, or even that she was a nonveteran, but that the vacancy in her job position had not been advertised in compliance with federal guidelines.

The federal guidelines in question concern the affirmative action requirements of the Vietnam Era Veterans Readjustment Act (VEVRA) of 1974. These guidelines require that any agency that has a contract with the federal government for more than $10,000 take "affirmative action" in hiring "Vietnam era" and disabled veterans. They also require that these veterans be given priority in being referred for any job openings.

The protesting veterans claim that this was not done in the case of hiring the EPCC Veterans Affairs Officer, and that qualified veterans on campus were never aware that the position was open.

"We're not concerned who wears the cap, but how the decision was made," said Bruce Franklin, a former EPCC student who was once vice president of the 395-member El Paso Community College Veterans Association. "We're concerned about whether it conforms to federal guidelines."

About 3,500 veterans attend EPCC, out of an estimated student body of 6,100.

Franklin was not the only one concerned about whether the college was following the guidelines. EPCC counselor and Colorado Springs city councilman Luis Cortez and a college administrator who asked not to be named, also said they felt the college had been remiss of the law in making the appointment.

EPCC dean of student services Duane Skinner, the administrator who appointed Mrs. Lambert to her position March 15, said the appointment was made without any notification, but felt it was perfectly justified.

"She was the best qualified to do the job," said Skinner. "I am perfectly comfortable with the decision."

Skinner added that a representative from the Veterans Affairs regional office in Denver had told him that there was no problem with the appointment.

He said the college was covered by the VEVRA affirmative action requirements.

He felt that the protesting veterans were not so much concerned with rules and regulations as with the person who was appointed.

"It's just some sour grapes," said Skinner. "They're just bent out of shape. I think some of those guys are having a psychological problem in dealing with women in authority."

This sentiment was echoed by Mrs. Lambert.

"To me, they're objecting because I'm a girl and not a veteran," she said. "I think the issue was started by several people who are overeacting."

She admitted that she probably had "angered many people" before her appointment, when she supervised certifying veterans for their college benefits, because, "I run a tight ship."

She said she had tightened up on the amount of benefits being awarded to some of the college's veterans because some of them were cutting classes and decreasing their class load. The result, she said was smaller benefit checks for a number of veterans.

Skinner said that Mrs. Lambert's job would last until the end of December, when the job would be opened up to qualified applicants.

[From the Times-Picayune, New Orleans, La., Mar. 21, 1976]

LCIS Veteran Inmates Study Under GI Bill

(By Sam Tarleton)

DeQuincy, La.—Ex-servicemen inmates of Louisiana Correctional and Industrial School are participating in the GI Bill's educational program and receiving government checks through the Veterans Administration totaling between $5,000 and $10,000 each month.

It all is apparently legal and has been going on since about 1968, when the Veterans Administration reportedly reversed an earlier decision and declared prison inmates eligible for educational benefits.

Warden J. D. Middlebrooks, of LCIS, said "the ex-servicemen confined here are mostly serving time for drug violation which resulted from becoming involved in drugs while serving in Vietnam."

The number is small compared to the total number of inmates sentenced to this institution, located inside the southern boundary of Beauregard Parish.

In a telephone interview, the warden didn't know the exact number of ex-GIs participating.

However, another source said the figure was "close to 26."

"It is also going on at Angola and other state penitentiaries around the country from Tennessee to California," the informant said.

In Lake Charles, at Southwestern Louisiana vocational and training school. (SOWELA TECH) an official said the training program was being carried out "on a half-time basis for the inmates with personnel from the trade school instructing."

Most recent benefit scales in the VA offices disclose that veterans receiving educational benefits in state educational institutions receive checks for about $272 monthly, if they are single, and more if they have a wife and child.

The LCIS situation also finds some of the checks being mailed to the families of the ex-servicemen, whose eligibility status was determined because they had received honorable discharges, one VA official said. He asked that his name not be printed.

The vocational school receives none of the money, its official said. "In fact, we only receive about three dollars a year for doing the paper work required in this connection," the official said.

None of the checks are converted into cash by the inmates at LCSI but are deposited to their individual accounts in a bookkeeping transaction by the Institution accounting office.

LCIS in turn deposits the money, and any other inmates' money, in DeQuincy banks.

One source said, "The money is then transferred to a state designated bank in Baton Rouge where the state receives interest on the money and none of it goes to the inmates."

An educator pointed out, "The inmates enrolled in the GI educational program engage in their studies on their own time."

They are a small part of the overall enrollment in the LCIS educational program conducted by the SOWELA vocational and trade school at the institution.

The official said, "These ex-GI enrollees form a small proportion here and at Angola and other penitentiaries in the nation."

When the proposal was first offered to open the door for inmates of penal institutions to participate in the educational benefits of the VA it was objected to by many officials, and as far back as 1967 VA officials in Washington, D.C., rejected the idea, an official said.

"The VA actually determines the eligibility for the training," the educator said. "The state has nothing to say about who is or is not eligible."

In addition to those receiving institutional training under the GI bill here, there are several others taking correspondence courses from universities.

"These inmates are refunded their expenses in the courses by receiving 90 per cent of the cost of the courses," the educator disclosed.

[From the Post Crescent, Appleton, Wis., April 1976]

CONGRESSIONAL PROBE INCLUDES FVTI

MILWAUKEE (AP).—The Fox Valley Technical Institute is among four Wisconsin schools which have been cited by the U.S. Veterans Administration in a congressional investigation of over-payments of education aid to veterans.

John D. Bunger, VA regional director, said the problems at the four schools "were not considered to be major.

"Those schools are very cooperative as far as I am aware," he said, adding there has been nothing "that would lead us to suspend payments to veterans at those schools."

The four schools were among 159 on a list provided Tuesday to the Senate Appropriations Committee concerning $1.4 billion in overpayments.

Investigators say more than 15 per cent of education benefits since 1970 have gone to veterans and schools which were ineligible.

The VA's national office has said it wants the U.S. Justice Department to prosecute at least 25 schools, declaring that fraud is involved in some cases.

Bunger said the problems involving the four Wisconsin schools actually were little more than bookkeeping matters.

Any overpayment to Wisconsin veterans or schools, he said, is a result of advance payments and the failure of recipients to report changes in their schooling plans.

The Wisconsin schools were identified as Fox Valley Technical, Indianhead Technical Institute of Ashland, Gran-Aire Inc. of Milwaukee and Rhinelander Aviation.

In a telephone interview this morning, he told The Post-Crescent that "we are befuddled by this story altogether. Frankly, none of the four schools listed are in any difficulty as far as we know," he added.

However, Bunger said, "we must have told them some time in the past that there may be some problem as to computers and to look into it to find out if there were any discrepancies in record keeping." Whatever there was, Bunger stated, has been cleared up as far as he knew.

A spokesman for the Fox Valley Technical agreed. "If they (the congressional committee) are referring to the discrepancies of awhile ago, those have been solved," said Duane Stevens, head of student services at FVTI. He read a letter to the state Educational Approval Board, which informed the certifying organization that there had been a bookkeeping error in the three cases involved.

"The discrepancy was in the 1975–'77 curriculum catalog, which did not accurately reflect what the class load was of the students" enrolled in three different programs at FVTI, the letter explained.

Stevens was referring to the fact that the approval board, which certifies students who are to receive aids, had been using an old catalog for computing credit hours. In some cases, the curriculum had been revised and the hours changed.

That, Stevens said, apparently had been cleared up and this was the first indication he had that there could be a problem stemming from the discrepancies.

The VA, previously reluctant to identify overpaid schools, issued its list at the demand March 22 of U.S. Sen. William Proxmire, D-Wis.

An original report indicated overpayments in Wisconsin last year totaled $2.3 million.

[From the Knoxville Journal, Knoxville, Tenn., Apr. 2, 1976]

VA TERMINATES DRAUGHON PROGRAM

Educational benefits have been terminated for approximately 800 veterans enrolled at Draughon's Business College here.

Robert Bielak, director of the Veteran's Administration Regional Office in Nashville, said Thursday that the payments were cut off as of Feb. 29 because the VA felt the school's program did not meet eligibility requirements in some respects.

He said the primary violation was failing to maintain an enrollment ratio of no more than 85 per cent veterans to 15 per cent non veterans.

The school's executive director, Rubel D. Shelton, said that the matter had been appealed and a ruling is expected by about May 1.

Shelton said that the problem was a difference in interpretation of the so-called "85–15" rule.

[From the Tampa Tribune, Tampa, Fla., Apr. 7, 1976]

SOME VETS SAID BAD CREDIT RISKS FOR HCC TUITION PLAN

(By Jay Berger)

Some military veterans are bad credit risks for Hillsborough Community College, and $90,088 in back tuition fees, the board of trustees learned yesterday.

"A deferred payment plan for veterans approved by the Legislature last year has thus far resulted in a loss to the college of $90,088 in unpaid tuition fees," HCC President Morton Shanberg said.

The veterans are former military service men and women who qualify for federal Veterans Administration education benefits.

"Under the plan, veterans may enroll and not make payments for 60 days," Shanberg said. "In some cases, students drop out before the 60 days are up and fail to pay their tuitions."

According to Howard L. Sinsley, dean of admissions and records, 1,340 veterans who accepted the deferred payment plan have failed to pay their tuitions.

"They have defaulted in their payment," Sinsley said.

"We have had at one point in time as much as $156,000 in deferred payments," he said.

The money owed the college began accumulating in the fall of 1974, when the deferred payment plan went into effect, Sinsley continued.

The school has made efforts to collect the money owed. However, collection efforts are costly, he said.

Some veterans receive in excess of $400 a month in VA education benefits, and the money is tax free.

The board accepted the report, but did not discuss the matter.

[From the Wichita Eagle, Wichita, Kans., Apr. 7, 1976]

STATE VETS STILL OWE $2 MILLION

(By Bill Stone)

Kansas veterans have repaid $9 to $10 million in GI Bill school benefits overpayments, but as of March 31 they still owed $2 million.

Those figures were released Tuesday during an interview at the Wichita Veterans Administration Center with John W. Hagan, Washington, D.C., director of the VA's 13-state area that includes Kansas.

Last month, it was reported the VA nationally in the past 9½ years had paid out $1.4 billion in GI Bill overpayments. Of that amount, about $298 million had not been collected as of Dec. 31.

In placing Kansas into perspective nationally, Hagan said: "The Kansas District is no worse than any other area in overpayments. I've been told that its about the percentage that you would expect with the number of students enrolled."

The VA currently has about 16,500 persons enrolled in schooling or training of some type under what is called the post-Korean GI Bill or GI Bill of the Vietnam era.

"We are concerned with collection because this is tax money," Hagan said. "We are very interested in getting as much back as possible." Once recovered the money can be channeled back to pay benefits to veterans who are entitled to receive them.

Overpayments occur primarily, Hagan said, when a student changes status in school, drops out or does not do satisfactory work but fails to notify the VA so a payment adjustment can be made.

VA regulations which requires schools with GI Bill students to follow are designed to prevent overpayments through school administered reports.

"The rules have been in effect since June 1966, the start of the post-Korean GI Bill, and now we are re-emphasizing that they must be followed."

Hagan said the VA was surprised by the large number of overpayment cases discovered by the General Accounting Office in a report to Congress.

"Yes, We do have a tremendous overpayment to collect—$275 to $300 million (nationwide). In Jan. 1975, a centralized accounts receivable office was established at St. Paul Minn., to keep track of overpayments."

[From the Gazette Telegraph, Colorado Springs, Colo., Apr. 9, 1976]

EPCC INSTITUTES CHANGES TO CORRECT VA PROBLEMS

El Paso Community College (EPCC), currently undergoing a complete audit by the Veteran's Administration (VA), has instituted four procedures to correct known problems.

EPCC officials, who requested the VA to check into problems surrounding the school's veteran assistance program, said in a statement today that "some of the non-restrictive EPCC regulations have made it possible for a few of the school's 4,000 veterans to obtain benefits to which they may not have been entitled."

Policy changes include the following:

Some students have been allowed to retake a course in order to raise a previously low grade. This has been in existence mainly to help those going into professional courses which require a certain grade standard.

In the future, the school will allow veterans to retake a course only if the grade received was below a B. This is to prevent the receiving of benefits for taking a course where little new progress could be obtained.

Also, registration instructions to veterans will indicate that repeated courses must be taken in addition to the house for which VA pay is allowed.

—Another policy change involves records of attendance. When it was found that some veterans were enrolling in classes but not attending, the school instituted two policies.

The first was an instructor withdrawal system which permits the instructor to officially withdraw from class a student who is habitually absent.

The second requires that instructors note on class records the last date of attendance by any student who does not receive a passing grade in the course.

—The school also changed its grading system to enable the VA to tell if a student was attending classes or not. Previously a "W" was placed on the student's record, showing that they failed a course but not whether they had attended or not.

The new policy labels the student who fails with a "U" on his transcript, thus providing the VA with one more way to identify a veteran who is not successfully completing the courses.

—The school has also made it difficult to continue taking course when a student has achieved the needed course for an Associate Degree.

Some veterans would take all of the needed courses for a degree in one area of study and then enroll in another so as not to lose his benefits. With the use of a mandatory advising program, this practice has been controlled, although students are not prevented completely from changing areas of interest.

The change in practices makes the procedure more complicated for the students, according to EPCC personnel, but it does put a control on the VA program, from which 60 percent of the student body now comes.

[From the Gazette Telegraph, Colorado Springs, Colo., Apr. 9, 1976]

NEWTON DENIES TIE BETWEEN AUDIT, EPCC FIRINGS

(By Patricia A. Renner)

The regional director of the Veterans Administration (VA) in Denver has stated there is no connection between a current audit of veterans' records at El Paso Community College (EPCC) and the termination of four college employes last week.

Frank W. Newton, director of the Colorado VA office, said in a recent interview with the Gazette Telegraph that VA auditors now at the college to review veterans' records have been instructed not to get involved with internal college affairs, such as personnel matters.

"The VA is prohibited by law to get involved in the internal affairs of the school," he said.

Commenting on rumors circulating on campus that the three dismissals and one resignations of college employes might be related to the audit, Newton asserted that the VA had not pressured the college for any action regarding personnel.

Meanwhile, EPCC President Donald W. McInnis said that on the advice of the state attorney general, he would not comment on the dismissals and resignation, which took place April 1.

All parties have a right to appeal through established grievance procedures, McInnis explained, within 10 working days of notice, or by April 15.

The college—and the attorney general, who would represent the college in the event of appeal—must assume that one or more might appeal until the deadline is passed, McInnis said. Any comment might prejudice that appeal, he said.

Those who were dismissed were Don Martinez, affirmative action officer; Bernard Clements, financial aid officer; and Paul LeBeau, testing. Mark McKenna, who worked with state tuition assistance, resigned.

The current review, or "compliance survey," is the routine type of survey which the VA is required by law to conduct annually at colleges with a veteran enrollment, Newton said.

At EPCC, about 60 percent of the some 6,000 students are veterans.

The purpose of a compliance survey, among other things, is to assure that the forms required for educational assistance to veterans are correct and that a veteran is not getting more VA assistance than he is entitled to at any time.

The current survey varies from the routine, however, in that it is covering 100 percent of the records of veterans currently enrolled, whereas a sampling usually is considered sufficient to determine compliance, Newton said.

Despite its greater scope, the compliance survey is nonetheless routine, he said.

Newton added that the current survey actually was initiated by the college itself. Earlier in the year, college officials in the student services department, headed by Dr. H. Duane Skinner, sent records of 500 veterans to the VA Denver office, calling attention to possible discrepancies, Newton said.

Upon review, the VA determined that the records contained an "error rate" of about 60 percent, enough to warrant a fuller survey, he said.

Newton declined to comment as to the possible findings of the final report, as the survey is still under way. Whether the discrepancies in reports are due to false reporting by veterans or lack of diligence by the college in verifying information, or both, he declined to discuss until the survey is complete and a report prepared.

When asked about the survey last week, a spokesman for McInnis disclaimed that the college had sought the review, citing the law requiring an annual survey, anyway.

Newton said that some of the discrepancies already noted in the reports submitted by the college on behalf of veteran students of several types. They include such things as veterans repeating a course they've already passed, taking unnecessary refresher courses, taking training beyond their entitlement or not getting credit from the college for courses taken elsewhere.

The law covering veterans' educational assistance provides that if the VA overpays a veteran because of the veteran's error in reporting, the overpayment is recovered from the veteran. If the overpayment is due to a reporting error by the school, however, the school becomes liable for the amount of overpayment.

[From the Cleveland Press, Cleveland, Ohio, Apr. 9, 1976]

$10 MILLION OVERPAID IN OHIO

(By Robert Crater)

WASHINGTON.—More than $10 million of the estimated $1 billion in overpayments in the nation's $4.2 billion veterans education benefits took place in Ohio.

The state's share was disclosed by Veterans Administration (VA) officials in the Cleveland regional office as Congress probed the situation here.

Cong. Ronald M. Mottl, chairman of a special House investigating committee, blamed the overpayments on Congress, the VA and unscrupulous officials.

Contacted by phone in the Cleveland VA regional office, Assistant Director Mike McDonnaugh placed Ohio's overpayments for 12 months through Mar. 30 at $10,350,350.

"But we are in the process of collecting most of this amount," he said. He cited VA demand letters to veterans, deductions made by VA and voluntary repayments being made. First to testify in the House hearings yesterday was Gregory J. Ahart, an official in the General Accounting Office (GAO), the investigative arm of Congress.

Ahart warned that overpayments have increased sharply in recent years, and that they are far exceeding collection efforts of the VA due to its "poor processing practices."

Ahart said GAO's study covered three non-Ohio regions.

In his statement, Chairman Mottl said the GAO data indicates overpayments will reach $1 billion this year in the program embracing 2.8 million veterans.

Mottl cited a "particular abuse" in which some veterans receive payments "even though they rarely attend a class or have failed to maintain a passing grade."

He said Congress shares the blame because in 1973 it enacted legislation allowing veterans to collect benefits in advance of attending classes.

Testimony by Ahart revealed a veteran could obtain up to $540, and then choose not to start school at all.

Mottl said hearings will resume next Tuesday with VA officials scheduled to testify.

[From the Cleveland Plain Dealer, Cleveland, Ohio, Apr. 9, 1976]

Mottl Hits at 'Ripoffs' of GI Bill

(By George P. Rasanen)

Washington.—A House subcommittee yesterday opened an investigation into why the Veterans Administration (VA) over the last nine and half years has made $1.4 billion in overpayments to veterans and their dependents.

All the overpayments uncovered by auditors for the General Accounting Office (GAO), the investigative arm of Congress, have been for educational benefits. About 2.8 million veterans and their dependents receive such benefits.

This year alone VA overpayments are running at a rate of $800 million, GAO officials said.

As a result VA has had to seek a $2 billion increase in its appropriations for this year.

The House subcommittee, headed by Rep. Ronald M. Mottl, D-23, opened the public phase of its inquiry into the VA benefits program by hearing testimony from GAO officials.

Mottl said there are "a handful of veterans, who aided and abetted by unscrupulous officials and ineffective operation of the Veterans Administration, are making a shambles" of the program.

GAO officials confirmed that the FBI is investigating alleged illegal benefits collected by 500 veterans in Chicago. Criminal investigations, however, did not appear to be widespread.

The officials said the VA bureaucracy allows veterans to continue collecting benefits for up to three months even after they've dropped out of college classes.

Administration of the program and record keeping by university and college officials was also described as poor.

An average of 67 days goes by before the VA discovers that a veteran has dropped out of college, university or technical school and is no longer entitled to benefits, the GAO said.

GAO officials also found that many universities and colleges do not even take attendance at classes and often a veteran is listed as enrolled when he is not.

[From the Washington Star, Apr. 13, 1976]

GI Benefit Gouges Found at 2 More Schools as City College Blames U.S.

(By Philip Shandler)

Indications of mass overpayments of veterans benefits similar to those disclosed last week at Federal City College have been turned up at two other area institutions, Northern Virginia Community College and Washington Technical Institute.

Officials of the Veterans Administration confirmed that a complete audit of GI Bill payment records was begun last week at the Virginia school and is about to get under way at WTI.

Last week, VA auditors completed a total review of records at FCC—the first such audit in this area—and confirmed that they had found overpayments to nearly every veteran enrolled there in the last two school years, totaling as much as $800,000.

Like the FCC review, the audits at the other community colleges were ordered because samplings hinted at widespread overpayments, a VA spokesman said.

And although the total audit at Northern Virginia was begun only last week, "The pattern looks very similar" to the one found at FCC said Dorothy L. Starbuck, VA field director for the northeastern United States.

Meanwhile, in a statement respinding to disclosures Saturday by The Star of the findings at FCC, the college president, Wendell P. Russell, said his school's "difficulties . . . are not the worst among all colleges by any means, and they are not even the worst in the Washington area."

Edward Walker, director of veterans affairs at Northern Virginia, said he did not believe his school's overpayment problem was "anywhere the magnitude" of that at FCC, although the Virginia school has some 4,500 veterans enrolled at least half-time, nearly three times as many as FCC's approximately 1,600.

Russell attacked both the release of information by the VA and its procedures for dealing with its beneficiaries.

Russell said he could not comment on the figures in The Star because the FCC is not scheduled to get an audit until May 3.

"We find it shocking and highly irregular that the VA should release audit results to the newspapers before giving them to the agency being audited.

"In doing so, the VA seems to have made sure that the public's initial impression will be that good 'ole City College has messed up again and that the VA is the victim," he said.

Russell, noting that the VA had changed its procedures about two years ago to give veterans their benefit checks at the beginning of the month rather than at the end—and initially two months' benefits—said this was done "in response to widespread complaints about bureaucratic hang-ups that were delaying the sending of benefit checks."

Russell said the advance checks are supposed to be sent to the institutions for distribution when a veteran enrolls, "thus allowing the institution to prevent checks from going to those who do not enroll."

"In the case of Federal City College, over half of these advanced checks were sent to the veteran at his home. Many of these veterans were not enrolled, thus creating an immediate overpayment that the college had no part in.

"It is our understanding that this advance payment system has been badly bungled at many other institutions as well." Russell said.

Paul Mathless, press officer at FCC, said Russell referred to checks sent by the VA to students on the basis of letters of acceptance from a college. Some students accepted by FCC failed to enroll for classes but evidently were carried by the VA as students.

VA officials were not available to discuss this allegation.

Russell said changes in recent years by the VA, requiring the schools to certify that beneficiaries are enrolled, have created "a difficult process involving issues of academic autonomy, faculty rights and responsibilities, and the sensitive question of rolltaking in college classrooms."

Mathless said Russell was referring to the reluctance of some college teachers to take roll or require attendance for anything but an occasional or a final examination.

A teacher thus may not know and may not be able to tell his college's veterans affairs office for months whether a student has been in class. All the while, the student may be collecting benefits for which he may turn out to have no right to because he has not kept up with classes he has registered for, Mathless said.

"Should a teacher who believes students should not have to attend every class discriminate against veterans?" Mathless asked.

Russell said that FCC's reporting responsibilities "must be understood in the context of the nationwide mess that the GI Bill has become."

VA officials, as well as college administrators—and some members of Congress, which created the program of education benefits for veterans after World War II—agree that the program has had varying problems ever since. But they differ on where to lay the blame.

Last week, the special investigation subcommittee of the House Veterans Affairs Committee began hearings on the more recent findings of overpayments.

The General Accounting Office, the congressional watchdog agency, has found that overpayments between last July and December totaled $423 million—almost as much as the $446 million overpaid in the previous fiscal year, and may reach $1 billion this calendar year, said Robert Kitchel, an aide to Rep. Ronald Mottl, D-Ohio, the subcommittee chairman.

The committee has found "ripoffs" by substantial numbers of students, Kitchel said, including "payoffs" to professors to certify that the students have attended class.

One student in Alabama has collected about $10,000 in VA overpayments over the last three years, Kitchel said.

The VA, which rarely prosecutes a beneficiary when it finds overpayments, claims to have recovered $3 of every $4 overpaid in recent years.

But in fiscal 1974 alone, the agency declared some $15.5 million uncollectible.

While rarely penalizing, the veterans, the VA is stepping up its pressure on the colleges.

For example, Starbuck said that a pattern of delinquency on the part of FCC had been found in about a fourth of the cases there in which reports by the college of student dropouts or failures were being made about 120 days after the 30-day deadline required by the VA.

This means that the VA may hold FCC—in effect, the hard-pressed District government—liable for some $200,000.

The audit at Northern Virginia Community College, where VA officials say they have found signs of a similar pattern, will be completed in about two months, Starbuck said.

The overpayments have proliferated at public colleges like FCC and Northern Virginia rather than at private colleges because the community schools, with their lower tuition, attract a far greater number of veterans, officials agree.

Yet because the public schools have smaller budgets, they may lack the larger staffs of the private colleges which could be used to police student course changes.

[From the Plain Dealer, Cleveland, Ohio, Apr. 14, 1976]

VA INVESTIGATING ABUSES IN OHIO OF VETERANS' EDUCATIONAL BENEFITS

(By George P. Rasanen)

WASHINGTON.—The Veterans Administration, itself under investigation by a House subcommittee, is inquiring into possible abuses in Ohio of veterans' education benefits.

About 66,000 veterans in Ohio are enrolled in various colleges and trade schools at a government cost of at least $18 million a month.

Nationally, since 1967, the VA has made $1.4 billion in overpayments for veterans' education benefits. This year, abuses are costing $800 million, according to reports.

Rufus H. Wilson, director of the VA's benefits program, told The Plain Dealer yesterday the agency has "pockets of problems in Ohio."

Wilson said there are colleges in Ohio, chiefly community colleges, that appear to be contributing to the VA's growing and expensive problem of overpayments to veterans supposedly enrolled.

The VA has a list of "problem colleges" where groups of veterans and college officials are abusing the program. Wilson refused to disclose whether any Ohio colleges are on the list because he said the inquiry is incomplete.

He made it clear that there are some schools in Ohio where veterans were collecting benefits when they were not attending classes.

Inquiries by the VA and the General Accounting Office show school officials have been lax in keeping records to certify in the VA when a veteran drops out of classes.

For example, Wilson told a House veterans subcommittee yesterday, some veterans enroll in classes at the beginning of a quarter or semester, then drop out and re-enroll for the start of the next quarter or semester. In the meantime, the school has failed to record for the VA that the veteran is not attending classes. The veteran continues to collect monthly VA benefits to pay school expenses.

Wilson said in the last year the VA has turned over 3,500 instances of abuse for investigation by the Justice Department.

[From the Paducah Sun-Democrat, Paducah, Ky., Apr. 14, 1976]

DEPUTIES ARMED WITH SEARCH WARRANTS GET IET RECORDS

McCracken County Sheriff's deputies today confiscated various records and documents from the business office of the Institute of Electronic Technology.

Jerry A. Knapp, Gilbertsville, president of the school, has been charged with at least 25 counts of second degree criminal possession of a forged instrument for alleged violations dating from February 1975 to last January.

Albert Jones, commonwealth's attorney, said a search warrant was obtained early today and that deputies were on the scene sifting through the school's records shortly before noon.

Jones said the data sought included records on students and tuition data.

Knapp was arrested late last week and lodged in the county jail in lieu of $100,000 bond. He was released Monday after McCracken County Judge Raymond Schultz agreed to reduce the bond to $25,000.

The forgery warrant served on Knapp Monday stated that $62,156.20 is believed to have been transacted through the forging of IET students' names on tuition contracts which then were sold to Associates Financial Services Co. of Kentucky.

The finance firm, however, has not been charged with any criminal activity.

Jones said earlier that the warrant contained only a "representative amount" of the number of offenses which may be uncovered by the investigation. Other sources indicated that as many as 300 contract signings may have occurred and as much as $1 million may be involved. Authorities, however, have declined comment on the rumor pending examinations of the school's records.

Assistant Commonwealth Attorney Mark Bryant said Tuesday that Knapp is scheduled for a preliminary hearing April 26 if the current grand jury fails to return any indictments in the case.

[From the Washington Star, Apr. 15, 1976]

GI Bill Benefit Overpayments Blamed on Student Fraud

(By Philip Shandler)

Student fraud, not just late reporting, has triggered at least some of the mass overpayment of GI Bill benefits to veterans at Federal City College, a top official of the Veterans Administration has told Congress.

VA benefits Director Rufus H. Wilson yesterday told a House hearing on the national rise in overpayments that "every kind of discrepancy" had been found by a VA audit at City College.

Last week, in confirming that the audit had turned up overpayments to City College students totaling $800,000 over the last two school years, a regional VA official told The Star no evidence has been found on deliberate efforts by students to bilk the government.

But Wilson told the House Veterans' Affairs subcommittee on education and training that he "could not agree."

"I know of one case personally . . . and if the pattern there is the same as elsewhere, there's a good bit more," he said.

Meanwhile, the District's top financial official told The Star that he has ordered his own investigation of the situation at City College, the city's major citizen-supported college.

Comer Coppie, director of Mayor Walter E. Washington's Office of Budget and Financial Management, said he has directed that the internal audit "identify the issues involving responsibility by the city as opposed to the college."

Mayor Washington, asked about the situation at a press conference, said the City College situation appeared to reflect "the problems with independent agencies."

While the city has "some responsibility" in matters involving City College, the college regards itself as having a large measure of autonomy, he noted.

"It's a question of responsibility versus control," the mayor said.

Dorothy L. Starbuck, VA field director for the northeastern United States, said last week that the federal audit has found a pattern of negligence on the part of City College in reporting course changes by its students in about a fourth of the approximately 2,600 cases in which it had found overpayments.

This indicated, she said, that the VA would hold City College liable for repayment of about $200,000. A report on the audit is due next month.

VA officials have acknowledged a growing problem nationally of payments to veterans who enrolled for college studies and then failed to keep up with work.

Wilson told the House subcommittee yesterday that a recent General Accounting Office study which noted $1.4 billion in overpayments the last 10 years "pointed a finger at everybody"—the VA itself, the schools, the students—for failing to keep track of benefit payments.

He said 3,000 cases had been sent to the Justice Department last year for prosecution.

Still, he said, only about 5 percent of the beneficiaries had been over-collecting benefits. And, of the $1.4 billion overpaid, all but $375 million has been recouped, he said.

Wilson discussed the City College situation in response to questions from subcommittee Chairman Ronald Mottl, D-Ohio, who noted the disclosures by The Star on Saturday.

Rep. Margaret Heckler, D-Mass., pressed Wilson on what was being done about City College's reporting of student course changes an average 150 days after they were made, instead of the required 30 days.

Wilson said the VA expected that holding of the school liable for some of the payments would impel it to sharpen its procedures and would have a "ripple effect" on colleges around the country.

The audit at City College is the first complete analysis of student records in this area by the VA. It is beginning similar reviews at Northern Virginia Community College—the largest center of veteran study here—and at Washington Technical Institute.

[From the Washington Star, Apr. 15, 1976]

GI BILL OVERPAYMENTS SPREAD TO MARYLAND

Reports of overpayments in education benefits have spread into Maryland, where the Veterans Administration office in Baltimore is trying to recover more than $1.5 million it says was overpaid last year to Maryland veterans and their dependents.

Locally, audits of GI Bill payment records are under way at Federal City College, Washington Technical Institute and Northern Virginia Community College, where mass overpayments are suspected.

Thomas H. Price Jr., VA regional director in Baltimore, said the exact amount of money recovered so far from the overpayments was unavailable. He said his office has sent letters to veterans and dependents who received overpayments and if the veteran fails to respond after three letters, the case is handed over to the General Accounting Office.

According to a GAO report to Congress, the VA made almost $1.4 billion in education assistance overpayments in the last 10 years. The overpayments have continued to accelerate to the point where they could total more than $800 million for the fiscal year that ends June 30, the GAO said.

Baltimore's VA office supervises veteran educational payments at four-year and two-year colleges and universities and apprenticeship program in all Maryland counties, but Prince Georges and Montgomery. Veterans there deal with the VA's Washington office.

Price said the problem stems from failure of the veterans, the schools and the VA accounting system to report when recipients no longer are eligible for benefits.

Besides the $1.5 million cited by Price, another $393,800 overpaid by the office to 1,000 veterans before 1975 remains outstanding, although it is being recovered slowly.

[From the Sun, Colorado Springs, Colo., Apr. 15, 1976]

EPCC VETS' RECORDS PROBED

(By Norman Draper)

Improper attendance and enrollment certifications for at least 300 veterans attending El Paso Community College (EPCC) have been submitted to the Veterans Administration (VA) office by the college, according to the initial findings of a VA investigation.

These results have prompted a more complete study, according to regional VA public affairs representative Del Berry.

Berry said that a VA survey compliance team is now examining the records of each of the college's almost 4,000 veterans to find out if more errors have been made.

This "100 per cent" survey is being made "because of excessive discrepancies initially identified," Berry said.

The team should complete its study within the next three weeks.

Berry emphasized that not all of the errors would mean either insufficient or excessive payments had been made to veterans. Yet, he added that "overpayments would be the rule rather than the exception" in cases of payment discrepancies.

In the cases of overpayments, Berry said, the college might be held liable for the extra amounts paid to the veterans.

Most of the errors occurred in cases where courses were incorrectly repeated, according to the VA's initial findings.

The request for the audit was initially made by EPCC officials, according to both Berry and EPCC. Earlier in the year, college officials had identified as many as 490 veterans for whom incorrect reports might have been submitted. The 300 cases in which errors were made were discovered by the VA out of this group.

College policy or lack of policy in regard to class attendance, registration for courses and grading were cited in an EPCC news release as possible reasons for the number of errors.

The college, according to the statement, had never had a policy to prevent a student from repeating a course he had already passed. College officials discovered that "a number of students were retaking courses for no apparent reason unless it was to continue drawing benefits for very little effort," according to the statement.

College officials also cited the lack of class attendance records and a grading system that did not distinguish between students who dropped a course and those who failed a course as possible causes for some of the errors.

Changes in college policy now prevent students from repeating any course in which they made grades higher than "B." New policy also allows an instructor to officially dismiss a habitually absent student from a course, and designates a student who has failed a course.

"We were not prepared for the enormous influx of veterans who now constitute almost 60 per cent of the student body," said EPCC president Donald McInnis. "We are moving rapidly to correct all previous inconsistencies with EPCC policy and laws governing veterans benefits."

[From the Cleveland Press, Cleveland, Ohio, Apr. 15, 1976]

TEACHER TOOK VA BENEFITS, TOO

WASHINGTON.—Congressional probers heard about the greedy college instructor when Veterans Administrator (VA) witnesses testified about increasing GI educational benefit overpayments.

The instructor listed himself as a student in his own class and was collecting VA benefits. Everything was going well until he made a mistake.

He placed himself on the Dean's honor list. The listing called attention to him and his illegal role in pocketing the VA payments.

In another abuse of the program, a Chicago area barber school accepting GIs drawing VA benefits had 1000 students—and only eight barber chairs.

These and similar overpayments amount to $1.5 billion during the past 10 years are being probed by a House special committee headed by Cong. Ronald M. Mottl.

VA Benefits Chief Rufus H. Wilson told the committee VA is recovering about 70 per cent of the overpayments and hasn't given up on amounts still outstanding.

Wilson said 3500 fraudulent cases were turned over to Justice Department last year, but he did not know how many resulted in convictions—a statistic he promised to supply when hearings resume in two weeks.

[From the Paducah Sun-Democrat, Paducah, Ky., Apr. 16, 1976]

41-COUNT BILL AGAINST IET HEAD RETURNED; SCHEME TOLD

(By Joe Walker)

Jerome (Jerry) A. Knapp, president of the Institute of Electronic Technology, today was indicted by the McCracken County grand jury on 41 counts of second degree criminal possession of a forged instrument linking him with the sale of allegedly illegal tuition contracts amounting to more than $100,000 in a three-month period.

The indictments bore the names of students of the school whose names are believed to have been forged on tuition contracts, which then were sold to Associates Financial Services Co. of Kentucky, a Paducah leading institution. Associates Financial has not been charged with any criminal violation.

Each contract had a face value of $3,900, the Sun-Democrat has learned, and each one allegedly was sold to the finance company for $2,486.25. A source close to the investigation said in addition to the discount price, Knapp is believed by investigators to have received $825.75 if the contract was "good"—if it was followed through on by the student for whom it was arranged.

The source explained that both local and federal authorities are investigating the forgery scheme believed to have involved about $1.3 million in federally-insured loans made to IET students by private lending institutions. No names other than Associates Financial were mentioned.

Agents of the FBI and U.S. Department of Health, Education and Welfare were here this week reviewing documents of the school to determine whether federal charges will be brought.

An FBI spokesman said, "We are investigating to see if there are possible violations of federal law," while Nick Scott, an HEW administrator of federally-insured loans, told the Sun-Democrat his men examined the records and "will return to take a closer look at the operation."

The investigative source said, "The money went, in nearly all instances, to persons operating the school and it is assumed the federal people are investigating the validity of these student loans."

Commonwealth Attorney Albert Jones, asked if any other persons may be charged as a result of the probe, replied, "He (Knapp) is the only person charged at this time."

Knapp was charged Monday in a 25-count warrant for possession of forged contracts amounting to $62,156.20 allegedly sold during the last year. Investigative sources indicated as many as 300 contract signings may have occurred.

Jones said the 41-count indictment is a "representative number" in the case. "It is customary, in criminal cases involving large sums of money and acts that allegedly occur over a period of months or years to only prosecute on a representative number because the addition of more counts would add nothing to the penalty," he said. "For example, if we had 330 acts we would only take a representative number of them."

Asked if the figure 330 has any significance in the IET case, Jones replied, "No comment."

The commonwealth attorney explained that the forgery of students' names could either have been done using the names of actual persons or by using the names of non-existent people.

He said the alleged IET fraud case is similar to any legitimate business transaction, except that forgery was involved. He said a salesman for the school would obtain a contract from a student for a two-year period, representing a $3,900 tuition, and, if the contract is valid, the student is required to pay monthly amounts on it until it is paid off. Jones likened the contracts to promissory notes.

He said the school would then sell the contracts at a discount to a lending firm in order to gain immediate money, rather than wait until the student pays off the contract. "However, if the transaction is fraudulent any money paid out of it, unless it can be recovered, is lost," he said.

The 41-count indictment was a result of the testimony of more than 40 student witnesses before the grand jury earlier, indicating the forgery indictment involved persons actually existing.

In addition, the investigative source said the federal government is investigating acts relating to $250,000 in federal grant money awarded IET from July 1, 1975, to this June 30, encompassing the current fiscal year. Also being investigated are grants given to the school previous to this fiscal year.

IET is operated by Electronic Sales Engineers, Inc., an Indiana corporation.

[From the Milwaukee Sentinel, Milwaukee, Wis., Apr. 21, 1976]

VA Cites "Problems" at Four State Schools

Washington, D.C.—The Veterans Administration (VA) has compiled a list of 159 "schools with problems," including four in Wisconsin, for a congressional investigation of $1.4 billion in overpayments of VA educational benefits.

More than 15% of all the educational benefits paid since 1970 have gone to veterans and schools not entitled to receive them.

The list of schools, which was obtained Tuesday from the Senate Appropriations Committee, revealed that the VA has asked the Justice Department to prosecute 25 schools.

The VA told the committee that fraud was suspected in some of the overpayments. The four Wisconsin schools, however, were cited for keeping inadequate records.

Wisconsin schools on the list were Gran-Aire, Inc., Milwaukee; Rhinelander Aviation; the Wisconsin Indianhead Technical Institute, Ashland, and the Fox Valley Technical Institute, Appleton.

[John D. Bunger, director of the VA regional office in Milwaukee, said the office has checked on record keeping at the four Wisconsin schools and found some deficiencies that "were not considered to be major."

["Those schools are very cooperative as far as I am aware," he said, adding that "nothing has happened . . . that would lead us to suspend payments to veterans at those schools."

[Overpayment of educational benefits that has occurred in Wisconsin has been due to the advance payment system and the failure of veterans to report changes in their educational plans in time to stop or reduce payment, Bunger said.]

At the time the list was prepared, an action was pending to suspend payments to Indianhead. Special surveys were to be conducted of the records at the other three Wisconsin schools.

The regional breakdown showed that overpayments in Wisconsin last year amounted to $2,309,884. That was about average, considering the population of the state.

The GAO has urged the VA to use its computerized records on all veterans to track down those who have been overpaid.

[From the Daily News, Rhinelander, Wis., Apr. 21, 1976]

AVIATION SCHOOL CITED FOR VA OVERPAYMENTS

MILWAUKEE.—Rhinelander Aviation was one of four Wisconsin schools cited today by the Veterans Administration in a congressional investigation of overpayments of education aid to veterans.

John D. Bunger, VA regional director, said the problems at the four schools "were not considered to be major."

"Those schools are very cooperative as far as I am aware," he said, adding there has been nothing "that would lead us to suspend payments to veterans at those schools."

The four schools were among 159 on a list provided Tuesday to the Senate Appropriations Committee concerning $1.4 billion in overpayments.

Investigators say more than 15 per cent of education benefits since 1970 have gone to veterans and schools which were ineligible.

The VA has said it wants the Justice Department to prosecute at least 25 schools, declaring that fraud is involved in some cases.

Bunger said the problems involving the four Wisconsin schools actually were little more than bookkeeping matters.

Any overpayment to Wisconsin veterans or schools, he said, is a result of advance payments and the failure of recipients to report changes in their schooling plans.

The Wisconsin schools were identified as Fox Valley Technical Institute of Appleton, Indianhead Technical Institute of Ashland, Gran-Aire Inc. of Milwaukee.

[From the Daily News, Rhinelander, Wis., Apr. 22, 1976]

VA CLARIFIES STORY ON AVIATION SCHOOLS

The Veterans Administration today clarified a story Wednesday which said Rhinelander Aviation was one of four Wisconsin schools cited in a congressional investigation of overpayments of education aid to veterans.

John D. Bunger, VA regional director, told The Daily News the story should have made it clear the four schools had "potential problems" in connection with record keeping on veterans attending flight courses. The implication of overpayments was erroneous, he said.

"The proclivity of veterans to register at the last minute, change courses, drop out of class and move without notice has made record keeping difficult for all schools," Bunger said. "That's way we do not consider the problems at the four schools to be at all major."

Rog Elg, operator of Rhinelander Aviation, said he had been called Wednesday by a VA official who said the story carried by wire services out of Milwaukee was substantially in error. Elg noted aviation schools are not paid for veterans training until courses are completed, unlike payments to veterans attending technical schools.

Bunger said veterans at technical schools receive advance payments, as directed by Congress, and if they fail to complete courses or drop out early they keep the money.

Bunger said Rhinelander Aviation "should not be upset about the original story," for the problem is simply a matter of bookkeeping procedures.

[From the Washington Star, Apr. 23, 1976]

FEDERAL CITY AND THE VA

(By Philip Shandler)

Federal City College doesn't require records of class attendance and teachers there "have not consistently provided information on changes in the enrollment status of veterans when requested," the District's top budget official has found.

These two conditions have kept the college from informing the U.S. Veterans Administration of student changes fast enough to prevent overpayments of federal benefits, says budget chief Comer S. Coppie.

The Star disclosed two weeks ago that the VA had turned up overpayments, totaling perhaps $800,000, to virtually every veteran enrolled at FCC during the past two school years.

Coppie, Mayor Walter E. Washington's special assistant for budget and financial management, launched his own inquiry.

In a report he has prepared for the mayor, Coppie confirmed what VA officials had said about liability for the overpayments: "Since FCC is an institution of city government the District is liable for claims against the college."

The VA has estimated that the liability, resulting from negligence by FCC in about one-fourth of the approximately 2,600 cases, may total $200,000.

"However," Coppie told the mayor, "this liability is contingent upon proof of negligence on the part of the college.

"We believe there is considerable doubt as to whether VA will be able to prove negligence on the part of the college in order to enforce a claim against the District."

The VA audit report is due May 3, and at that time "the matter should be referred to the corporation counsel for review and advice," Coppie said.

With regard to the reporting of student enrollment changes by FCC, Coppie noted the city's Board of Higher Education is invested with the power and duty to establish policies governing the general administration of FCC.

"Accordingly, the board and officials of the college are responsible for establishing and implementing procedures to notify the VA of the enrollment status of veterans," he said.

The chairman of the board, Richard K. Fox, has declined to return calls from a Star reporter since the overpayments were first disclosed.

VA audits similar to the one recently completed at FCC are under way at Washington Technical Institute and Northern Virginia Community College. The first total reviews of student records in this area, they were triggered by preliminary audits indicating substantial benefit overpayments.

[From the Sun, Colorado Springs, Colo., Apr. 24, 1976]

3 EPCC EMPLOYES REQUEST JOBS BACK

(By Norman Draper)

Three El Paso Community College (EPCC) officials who were fired by the college earlier in the month will attempt to regain their jobs at a series of hearings set for next week.

Hearings will be held Tuesday, Wednesday, and Thursday for the officials, who were dismissed from their jobs April 1 by EPCC President Donald McInnis.

Neither the college nor the state attorney general's office, which could be involved in the hearings, would reveal the reasons why the three men were fired.

The three are Bernard Clements, former financial aid officer; Paul LeBeau, former test administrator; and Donald Martinez, former affirmative action officer and veterans affairs research and development advisor.

Another EPCC employe, veterans affairs advisor Mark McKinna, resigned at about the same time as the firings.

None of the three men who were fired could be reached for comment.

A campus hearing committee will review the men's cases during the hearings, according to David Engdahl, unit chief for education in the state attorney general's office. If the men use lawyers during the hearings, Engdahl said, lawyers from the attorney general's office would represent the college.

Engdahl said the three men could pursue other avenues if the campus hearing committee decides against them.

They could take their cases to a hearing officer, who is mutually agreed on by both sides. Then, they can go to the EPCC council, and from there, to the State Board for Community Colleges and Occupational Education. As a final step, they could take their cases to the courts.

Officials have declined to comment on the cases for fear that publicity would prejudice the outcome of the hearings.

The hearings are closed to the public.

[From the Sun, Colorado Springs, Colo., Apr. 24, 1976]

ERRORS FOUND IN EPCC VA AUDIT

(By Norman Draper)

A Veterans Affairs (VA) office audit of veterans certification records at El Paso Community College (EPCC) has turned up "a great many errors," according to a college spokesman.

Helen Anderson, the college's public affairs director, said the audit, which involved all of the approximately 4,000 veterans enrolled at EPCC this year, showed that "the error was the norm rather than the other way around."

The audit was completed last week, she said, although a report has yet to be issued by the VA office.

VA officials could not be reached in Denver for their comments on the audit.

Proper certification records are necessary if veterans are to receive the educational benefits to which they are entitled.

In order to make up for overpayments, which account for many of the errors, many veterans will have the overpaid amounts deducted from their future benefit checks, Mrs. Anderson said.

She added that the college might be held accountable for some of the payments, but probably would appeal any such decision.

The audit was begun after an initial investigation requested by EPCC officials turned up 300 errors out of 490 certification records submitted for review by the college.

Among the reasons cited for the errors by EPCC officials were lack of proper attendance records, a grading system that did not distinguish between students who failed a course and students who dropped a course, and the repeating of courses by veterans "for no apparent reason unless it was to continue drawing benefits for very little effort."

College officials say they have taken steps to correct these problems.

As a result of college policy changes, students can no longer repeat a course in which they originally received a grade of "B" or higher. An instructor now can dismiss a habitually absent student from a course, and students who have failed courses are now specially designated.

EPCC officials also announced that certification of veterans in the future will be handled by a specially trained officer with three clerks.

[From the Plain Dealer, Cleveland, Ohio, Apr. 25, 1976]

VA BLAMES WAR IN VIETNAM FOR VETS' CHEATING

(By George P. Rassanen)

WASHINGTON.—Huge overpayments of education benefits to cheating veterans—now running $800 million a year—are viewed within the Veterans Administration (VA) as a result of bitterness left over from the Vietnam war and uncertainty in the job market.

The VA's bureaucracy—20,000 strong—is struggling to recover the millions in overpayments from a small, but apparently hard-core group trying to rip off Uncle Sam.

The years following World War II and the Korean War never produced the troubles the VA now faces in overpayments to cheating veterans. The overpayments since late 1967 total $1.4 billion so far as the VA seeks a solution.

From 1967 to 1972 the VA overpaid veterans education benefits by $123 million, a figure not considered disturbing.

But from 1972 to Dec. 31, 1975, the VA suddenly discovered additional overpayments to veterans of $1.3 billion, and this year alone the overpayments are running at $800 million.

Discovery of the overpayments have spurred hearings by a House veterans subcommittee headed by Rep. Ronald M. Mottl, D-23.

"The unfortunate aspect of the overpayment problem is the increasing willingness of a comparatively small number of veterans to take and use money to which they are not entitled," said Rufus M. Wilson, director of the VA's benefits program.

"The attitude seems to be, 'I know that this money is not rightfully mine under the law, but I served in an unpopular war and the system owes it to me,'" Wilson admits.

Wilson blames the unpopularity of the Vietnam war, high unemployment and laxity among universities, colleges, junior colleges and other private schools for the abuses of the veterans' education benefits program.

Wilson said if the trend of overpayments continues "the basic intent of the GI Bill could and would be distorted."

In the last year the VA has turned over to the Department of Justice 3,500 cases in which the VA suspects fraud.

One such instance under investigation by the FBI involves a barber school in Chicago where records showed 1,000 veterans were enrolled for government paid expenses to attend the school. The 1,000 veterans collected education benefits and other expenses while allegedly enrolled in the barber school.

"It took the VA 18 months to determine it was imposible to have that enrollment when the school had only eight chairs," Wilson admitted. "Our administrative controls broke down completely."

At Lawson State College in Birmingham, Ala. the VA found wholesale cheating among veterans collecting $270 to $540 a month for being in classes when they weren't.

"We couldn't even find any of their names in the college's records," Wilson said.

Many of the cheaters enroll, collect benefits, enroll at the beginning of another term and repeat the cycle.

The VA's problem lies in not just its own bureaucracy. The agency relies on state agencies to approve educational programs for which veterans apply for assistance to enter. That, alone, creates another layer of bureaucracy at the state level. Then the regulations of the colleges, universities, junior colleges or other schools adds yet another level of bureaucracy. Mistakes have been made at all levels.

[From the Army Times, Apr. 26, 1976]

GI BILL ADVANCES TAGGED "MISTAKE"—"HAS HELPED LEAD TO SUBSTANTIAL OVERPAYMENTS"—MOTTL

WASHINGTON.—A special investigating subcommittee of the House Veterans Affairs Committee opened hearings on GI Bill overpayments with a charge by its chairman that Congress should bear some of the "blame for the shortcomings of the program."

Subcommittee chairman Rep. Donald M. Mottl (D-Ohio) said legislation passed by Congress in 1973 to allow veterans and servicemen to draw their GI Bill allowances in advance may have been a "mistake."

He said this action "has helped lead to substantial overpayments."

Mottl said VA has paid out more than \$1.3 billion in overpayments to veterans and servicemen in the past 3½ years. He said VA has collected many of the overpayments but said "there is still a balance of almost \$375 million which remains outstanding and uncollected. The overpayment problem continues unabated. Overpayments of this magnitude would have been thought to be absurd in the World War II or the Korean Conflict education programs," he said.

The legislator noted that Congress passed the advance pay proposal after a number of veterans complained that their checks were not being mailed on a timely basis. In fact, Mottl said, "some veterans experienced a delay of many months before receiving their first GI Bill check."

The subcommittee said it was also concerned with the practice of many colleges to have no attendance or grading requirements. These policies, he said, have permitted "large numbers of veterans to enroll in school and continue receiving GI Bill payments, even though they rarely attended a class or have failed to maintain a passing grade. Such a practice is reprehensible and a flagrant waste of taxpayers' money," Mottl said.

Gregory J. Ahart, director of the manpower and welfare division for the General Accounting Office, said a return to the practice of paying GI Bill allowances to a veteran or servicemen at the end of his monthly studies would sharply reduce the overpayment problem.

[From the EPCC Newsletter, Colorado Springs, Colo., Apr. 26, 1976]

Veterans in Certificate Programs May Have To Return Money to VA

Veterans in occupational programs in which there is no associate degree offered will be affected by a ruling from the Veterans Administration which will not allow full benefits for the one-year program, if the veteran is enrolled in fewer than thirty clock hours per week.

"In most cases we have certified the veteran and he is expecting full pay," Lynda Lambert, acting veteran affairs officer, said.

"Letters are going to all affected veterans informing them that certificate programs are now certified in clock hours. Only the clock hours per week will be reimbursed. Courses outside those in the major field will not be counted. The ruling is in effect now which means that most veterans in certificate programs have been overpaid already. The VA will deduct the overpayment from future checks," according to Lambert.

"Many of those I have talked to already indicate that they will have to drop out of school. They had depended upon the full benefits in order to remain," Lambert said. The programs which will be involved severely are those in which there is no two-year program available to students: urban horticulture, welding, upholstery, recreational vehicle, auto body repair, building construction, clerical, drafting, electronic equipment repair, food prep science, food service, hotel-motel, industrial maintenance, stenographic, teacher aide.

To figure clock hours the veteran should look in the course description section of the catolog. If the number in parenthesis is (2-6) that means eight clock hours. The college is required to keep daily attendance records on students being reimbursed by clock hours.

[From the El Paso Community College News, Colorado Springs, Colo., Apr. 26, 1976]

New Rules Zap Vets

Veterans Affairs Officer Lynda Lambert recently released information that will affect most veterans at EPCC.

The information deals with suggestions for veterans taking classes at EPCC, concurrent enrollment, change of program, and certified programs.

Lambert said that veterans must choose an objective.

"That means either an associate degree in one of the general studies or occupational areas, or a certified program," she said.

Lambert specifically mentioned that a veteran must fill the courses indicated in his or her program as outlined in the EPCC catalog.

"In other words only these allowed electives may be used as additional courses," she said.

Lambert pointed out that if a veteran allows only three credit hours as electives, credit hours not listed on their program other than these credit hours, will be considered to be taken on their own and will not be paid for by VA benefits.

Lambert explained that concurrent enrollment refers to courses taken at two different institutions, one being the parent institution for VA purposes.

"In order to be certified for concurrent courses two things must happen," she said.

Lambert said that first a letter must come to EPCC Veterans Affairs Office—if EPCC is the parent institution—from the student's department adviser.

"This letter must state that the course the veteran wishes to take at another school is not offered at EPCC and is a requirement for his or her degree program," she said.

Second, Lambert said a copy of the student's master record, or equivalent, must be presented from the other school to EPCC veteran affairs office along with a copy of a concurrent enrollment certification from the Veterans Affairs Office of the other school.

Lambert mentioned the fact that many veterans have come to the Veterans Affairs Office asking questions about certified programs.

"In a certified program, 22 to 25 contract (clock) hours are needed for full time," she said. "This means that some veterans may be unable to take full-time in their certified programs."

The high number of clock hours required coupled with the many veterans enrolling in these courses are the reasons given for the possibility that some veterans may be unable to take full time in certified programs.

Lambert said certified programs include welding, food services, upholstering, auto body and other courses listed under "certified only" in the school's catalog.

"Students taking certified programs should know how to count clock hours," Lambert said.

Lambert explained how to determine the number of clock hours for course.

"Add the number inside the parenthesis next to the credit hours indicated in the course description in the school catalog," she said.

An example of how to count clock hours would be:

Course description ____ 4 (2-3)

The credit hours would be four and the clock hours would be five.

Lambert also directed information at veterans concerned with a change of program.

"If veterans change their program and the credits on their transcript total more than the electives allowed in their next major, then they have a new program," she said.

Lambert says veterans must have a change of program in the EPCC Veterans Affairs Office before they can be certified for their new major.

Veterans who have questions about any of the above information should go to the Veterans Affairs Office located on the bottom floor of the Blanca building.

[From the South Idaho Press, Burley, Idaho, Apr. 26, 1976]

GI BILL ABUSES IN IDAHO NOTED

(By Vicki Martin)

When Johnny came marching home from the Korean War and World War II, the future may have looked bleak.

But he and an army of veterans had an opportunity for an education, supposedly the essential ingredient for American success, through the GI Bill.

Since then, countless Americans have used the GI Bill for some or all of their education.

In the aftermath of the Vietnam war, things are the same. Both men and women are going to class with money in their pockets under the bill. But the payment program has come under fire recently for abuses and overpayments, across the country and in Idaho.

The Veterans Administration at Boise says abuses in Idaho have grown in the past two years. The VA now counts some $954,441 in education benefits paid to persons who do not qualify.

Total cost of all benefit overpayments or payment defaults is even higher, $1,102,615.

The amount tied up in education overpayments in Idaho has some education officials puzzled. At least one VA official says that's no way to run a government.

The $954,441 education overpayment, still on the records and uncollected, has been building for the past two years. That's when the VA changed the manner in which it gives veterans monthly checks.

The problem is mostly likely to be found, VA officials contend, in the bureaucratic red tape and computerized payment system. Though some are aghast at the Idaho overpayment figure, it's minor compared with the nationwide figure of $394 million.

Responding to criticism from a University of Maryland study which showed some Vietnam veterans in that state were pocketing their GI Bill money, then not showing up for class, the VA has moved to clamp down on abuses. But it's too early to tell if that will do much good.

A. J. Jackson, chief of the veterans services division at the Boise regional office, said the VA has a Minnesota office which does nothing but try to collect overpayments.

He believes 85 percent of all veterans now using the GI Bill are doing so legitimately. But he admits he is bothered by the overpayments.

If I was running a business with that kind of accounts receivable, I would have a staff out trying to collect," he said.

University of Idaho registrar Matt E. Telin, who checks veteran eligibility at the university, said he also is surprised at the Idaho figure.

"I just can't believe it," he said. "If the overpayment is happening, it's unfortunate they let it run up that high. They (the VA) haven't been doing their job. It's easy to take these guys to court," he said.

Jackson and other VA officials generally believe overpayment problems began in August of 1974 when the VA started issuing checks to students before they began September classes. Students now get checks covering the first two months when they register in the fall. The rest of the checks come at the first of the month.

Previously they were mailed at the end of the month.

The new payment procedure was begun to ease student financial burdens during the first expensive weeks of school.

But instead, it has opened the door for abuse by students who register, pick up their first check, then skip class or drop out.

"We were following the dictates of the VA on prepayments and it sounded like a good idea," says Tellin. "But maybe we've found out that it wasn't after all."

Jackson tells the story of one Southeastern Idaho veteran who accumulated $719 from the VA in another state when not in school. Last October, he decided to return to class, but was told he'd have to erase his debt before he could enroll again.

"The fact that he received and utilized the money does border on fraud, there's no doubt about it," Jackson said.

"There's no question that a significant part of the responsibility rests on the veteran's shoulders. The onus is on him to become aware of what he's entitled to and make sure he doesn't apply for or get benefits he's not eligible for."

Responsibiilty also lies with colleges and universities, charged with certifying veteran eligibility and making certain his student status doesn't change.

At Idaho State University, where there are 544 veterans, Bob L. Michelsen, director of veterans affairs, places much of the blame for overpayments on the VA's "antiquated computer system."

The problem lies in the "machinery being so damn slow and not stopping checks to those who aren't eligible," he said.

"We had a situation here where a vet said he wasn't going to summer school and yet they sent him checks all summer long," Mickelsen said.

"In that case, most vets will say, 'well, I'll put it in the bank and save it.' But they don't save it and then the VA withholds payments and the vet is in trouble."

Boise State University has 1,743 veterans, most at any Idaho school. Veterans advisor Gary Bermeosolo said the university is taking a hard look at how it keeps track of veteran eligibility.

"What we're after is the individual who comes in, signs up and then sits at home and draws his checks," he said. "We want to see a vet achieve his educational objectives. We don't want to see a guy rip the system off."

Elwin DeLaurier, coordinator for the state approving agency in the Idaho Department of Education, said the chief burden for tracking down ineligible veterans lies with the schools.

"Overpayments are made possible by laxity on the part of institutions and the vets themselves, in some cases," DeLaurier said.

"The vet has responsibility of pursuing his objectives and the institution has responsibility to report to the VA any change in pursuit of that objective. But mainly the institution has the responsibility."

When the Maryland scandal first came to light, the VA began working on new rules for keeping tabs on veterans. One proposal called for university instructors to take daily attendance counts in class.

University spokesmen protested the requirement was unworkable. University of Idaho officials told the Idaho Board of Education in December such a move would not sit well with professors who teach classes of 200 or more.

Since then, the VA has said it doesn't want college instructors spending their time on roll calls. But it is tightening regulations to insure a more accurate picture of veteran eligibility.

[From the Gazette Telegraph, Colorado Springs, Colo., Apr. 27, 1976]

AUDIT SHOWS SOME VETERANS OVERPAID

(By Patricia A. Renner)

Changes in certifying veterans for educational benefits, as one of the results of a recent audit, will have the severest impact on certificate students at El Paso Community College (EPCC), many of whom already have been overpaid for the current quarter.

Among the errors pointed out by the Veterans Administration (VA) during a recently completed audit of veterans' records at the college was the policy of certifying a student in a certificate (non-degree) program according to how many college credit hours his course of study was worth.

The policy was in conflict with a VA requirement that certificate programs be reported in terms of "contact hours," or hours actually spent in class, according to Lynda Lambert, acting veterans affairs officer at EPCC.

According to Ms. Lambert, the errors involving credit-versus-contact hours have existed for as long as the school has been certifying veterans, or about seven years. However, she said, the VA had never pointed out this discrepancy, and had authorized benefits for veterans in certificate programs even though the veteran's course work had been reported by the school in terms of credit hours.

Since the change went into effect after some continuing students already had been certified for spring quarter, some of these students will already have received their benefits for this quarter—a sum greater than that to which they would be entitled under the new procedure.

The VA will make deductions from future checks, rather than ask the veteran to repay the overpayment all at once, Ms. Lambert said.

"We're suggesting to some students that they seek administrative waivers because of the change from credit hours to contact hours," she said. An administrative waiver could absolve the student from repaying overpayments when the overpayments were not the result of his own error. "After all, it's as much VA's fault as our fault for not noticing this before," she said.

Any overpayments which might result from the change have to do with the difference between "credit hour" value and "contact hour" value.

Students in occupational courses which do not lead to an associate, or two-year degree, must hereafter be certified according to the hours spent in class. In some cases, a student taking a certificate course may be a full-time student for the college's purposes. That is, he's getting college credit equivalent to a full-time student.

According to the VA, however, the student may not be taking a full-time course, depending on how many hours he must spend in class, not how many credits the class is worth. He may be only half-time or less-than-half-time according to the VA—and consequently eligible for less money per quarter.

"Many of those I have talked to already indicate that they will have to drop out of school. They had depended upon the full benefits in order to remain," Ms. Lambert said.

Meanwhile, she said, the school is attempting to assist veterans, whose payments will decrease in the future, by helping them find part-time jobs.

The students affected include those in such certificate (or non-degree) programs as urban horticulture, welding, upholstery, recreational vehicle repair, auto body reconditioning, construction, clerical, drafting, electronic equipment repair, food prep science, food service, hotel-motel, industrial maintenance, stenographic and teacher aide.

The VA recently completed a 100-percent audit of the enrollment records of the approximately 4,000 veterans enrolled at EPCC.

The final report on that audit will be forthcoming within four weeks, according to VA officials.

Meanwhile, several sources of errors have been called to the college's attention while the audit was on-going, and the school has changed several policies to remove those sources of error even before the audit was complete.

The first major source of errors noted by the VA had to do with "repeat" courses. The college had never had a policy against a student repeating a course which he already had passed. In some cases, students repeated a course to get a better grade, particularly if it were a course in his major field of study which he hoped to transfer to a four-year school.

In most cases, VA will not approve benefits for repeat courses. These must be taken, if at all, in addition to the VA-paid course work.

Many of the policy changes precipitated by the audit will affect the non-veteran as well as the veteran student. These include the "no repeat" policy except under certain approved conditions; attendance records and roll-taking requirements; changes in the grading system which distinguish whether the student failed the class or withdrew before it ended; a policy making it more difficult to switch majors, thus rendering several courses already passed useless toward the newly selected major.

[From the Rocky Mountain News, Denver, Colo., Apr. 27, 1976]

OVERPAYMENT OF GI BENEFITS BEING PROBED

Almost half of the veterans receiving GI benefits at El Paso Community College in Colorado Springs have received overpayments over the past four years which collectively may total hundreds of thousands of dollars.

Frank Newton, director of the Veterans Administration in Colorado, said investigators currently are auditing the records of every former serviceman attending the school. Bungling by school administrators appears to be at the root of the problem, he said.

If that is proven by the audit, the school could be held responsible for the money, Newton added.

The school has 3,600 veterans in its student body of 6,000.

Newton also disclosed Monday that the VA plans to scrutinize records of every college in the state to see how many veterans are claiming higher benefits than they actually deserve.

He said this will be accomplished by comparing each veteran's academic records with information supplied by the college to the VA. Each school is required to provide such information in order to assure that a veteran is entitled to benefits.

Earlier this month, El Paso president Donald McInnis fired the school's directors of financial aid, testing and affirmative action in a shakeup which also forced the resignation of veterans affairs advisor Mark McKinna.

The three fired aides—Bernard Clements, Paul Le Beau and Don Martinez—plan to appeal their dismissals.

McInnis wouldn't say Monday whether the firings had anything to do with the VA overpayments.

Newton said the problem didn't appear to involve fraud. He said it seemed more likely that those submitting records to the VA either hadn't fully understood the regulations or had failed to follow them.

The state VA official said it was rumored that some veterans who were instructors at the Colorado Springs school had signed up for their own classes in order to receive benefits. But this hasn't yet been confirmed, he said. If cases of fraud are turned up during the audit, evidence will be turned over to the U.S. Justice Department, Newton said. Any other problems will have to be corrected by the school and the State Board of Community Colleges and Occupational Education.

The state board is supposed to approve the certification system used by the colleges to report on the academic status of veterans.

Newton said his investigators have turned up evidence indicating that students were overpaid because the school failed to notify the VA they had dropped out or took less than a full-time load. In addition, some students were granted benefits for taking courses that would not lead to a degree or for repeating courses they had already passed.

More than 1,400 veterans attending El Paso have received letters notifying them of the overpayments. The letters state that future benefit checks will be adjusted to recoup the overpayments.

"The vets have to be responsible too," Newton said. "They know that when they drop classes they're supposed to get less money."

Newton said the school may be asked to reimburse the VA for the overpayments if negligence can be proven. If the money is later collected from the veterans, the school will be reimbursed, he said.

Certification of student records for the purpose of obtaining benefits is handled entirely by the colleges. The Veterans Administration pays the schools $3 per student per year for the paperwork, Newton said.

The problems at El Paso were first brought to the attention of VA officials by school officials in January.

At that time, the overpayment rate was thought to be as high as 60 per cent. The figure has since been found to be about 44 per cent.

More than 60 per cent of the students enrolled at El Paso are veterans.

Newton said he was ordered by his superiors in January to conduct a compliance survey at every school in the state because of problems at schools throughout the country. Such a survey will be conducted annually from now on, he said.

In the past, the VA has conducted spot checks of the various schools serving veterans. If a problem was found, further investigation was ordered.

The audit at El Paso should be complete in about a month, Newton said. There are no plans for a mass suspension of benefits at the school. Each case is being handled individually, Newton emphasized.

[From the Forum, Fargo, N. Dak., Apr. 27, 1976]

VETERANS OFFICIAL SAYS SOME BENEFITS PAID IMPROPERLY

About $1.4 billion has been paid out improperly to veterans, the benefits director of the U.S. Veterans Administration said in Fargo Monday.

Rufus Wilson told the State Veterans Service Officers Training Conference the government was being "ripped off. A significant minority of people have been taking advantage of the government and drawing benefits to which they are not entitled."

But, said Wilson, the problem was insignificant in North Dakota.

The vast majority of the overpayments had been paid out innocently, received innocently and paid back, said Wilson. However, about $375 million is still unrecovered.

One of the biggest problems, indicated Wilson, were education institutions which were either inept or dishonest.

Besides schools which were simply of questionable value, said Wilson, others refused to credit student's previous education thus forcing veterans to go to school longer and collect more benefits.

Other schools took unreasonably long periods to tell the Veterans Administration when a student dropped from a full-time to a part-time student. Others never reported when a student quit school.

There were also dishonest students, said Wilson, who engaged in practices like non-existent tutoring to collect benefits or enrolling repeatedly in a course only to withdraw just before finals.

Finally, laughed Wilson, there were characters like the Arizona veteran who "enrolled himself in his own course and taught himself. We caught him when he put himself on the dean's list.

"This kind of thing has gone on all across the country. Luckily and thankfully, that has not happened in this state," he said.

The conference, sponsored by veterans' organizations and the Department of Veterans Affairs, winds up today.

[From the Denver Post, Denver, Colo., Apr. 27, 1976]

VA EXAMINING 1,400 FILES FOR OVERPAYMENTS

The records of 1,400 former servicemen attending El Paso Community College in Colorado Springs are being audited to see if they have received overpayments in Veterans Administration (VA) benefits, the VA said Monday.

Frank Newton, director of the VA in Colorado, said the overpayments could amount to hundreds of thousands of dollars. He blamed school administrators for the problem.

According to Newton, the school could be held responsible for the money if the audit shows the overpayments were made.

Newton said the records of every college in the state will be examined to see how many veterans are claiming higher benefits than they actually deserve.

Investigators have turned up evidence indicating that students were overpaid because the El Paso Community College failed to notify the VA they had dropped out or took less than a full-time load, Newton said. In addition, some students were granted benefits for taking courses that wouldn't lead to a degree or for repeating courses they already had passed.

Newton said it appeared officials who submitted records to the VA either hadn't understood fully the regulations or had failed to follow them.

If cases of fraud are discovered during the audit, he said, evidence will be turned over to the U.S. Justice Department.

El Paso Community College has 3,600 veterans in its student body of 6,000.

[From the Tribune, Greeley, Colo., Apr. 27, 1976]

OVERPAYMENT OF GI BENEFITS PROBED AT EL PASO COLLEGE

DENVER (AP).—The records of 1,400 former servicemen attending El Paso Community College in Colorado Springs are being audited to see if they have received overpayments in Veterans Administration benefits, the VA said Monday.

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If cases of fraud are discovered during the audit, he said, evidence will be turned over to the U.S. Justice Department.

El Paso Community College has 3,600 veterans in its student body of 6,000.

[From the Milwaukee Sentinel, Milwaukee, Wis., Apr. 28, 1976]

4 STATE SCHOOLS AMONG 159 ON VA'S OVERPAYMENT LIST

WASHINGTON, D.C.—The Veterans Administration (VA) has compiled a list of 159 "schools with problems," including four in Wisconsin, for a congressional investigation of $1.4 billion in overpayments of VA educational benefits.

More than 15% of all the educational benefits paid since 1970 have gone to veterans and schools not entitled to receive them.

The list of schools, which was obtained Tuesday from the Senate Appropriations Committee, revealed that the VA has asked the Justice Department to prosecute 25 schools.

The VA told the committee that fraud was suspected in some of the overpayments. The four Wisconsin schools, however, were cited only for keeping inadequate records.

SCHOOLS LISTED

Wisconsin schools on the list were Gran-Aire, Inc., Milwaukee; Rhinelander Aviation; the Wisconsin Indianhead Technical Institute, Ashland, and the Fox Valley Technical Institute, Appleton.

(John D. Bunger, director of the VA regional office in Milwaukee, said the office has checked on record keeping at the four Wisconsin schools and found some deficiencies that "were not considered to be major."

("Those schools are very cooperative as far as I am aware," he said, adding that "nothing has happened . . . that would lead us to suspend payments to veterans at those schools."

[Overpayment of educational benefits that has occurred in Wisconsin has been due to the advance payment system and the failure of veterans to report changes in their educational plans in time to stop or reduce payment, Bunger said.]

At the time the list was prepared, an action was pending to suspend payments to Indianhead. Special surveys were to be conducted of the records at the other three Wisconsin schools.

NAMES KEPT SECRET

In the past, the VA has refused to identify schools with histories of overpayments. The agency contended that, in most cases, the fault lay with the veterans who sought the benefits or with the VA.

Sen. William Proxmire (D-Wis.), however, insisted on a list of names during an Appropriations Committee hearing March 22 on the VA budget. He also asked for a regional breakdown on overpayment.

The material was supplied to the committee later and will be included in the printed record of the hearing.

The regional breakdown showed that overpayments in Wisconsin last year amounted to $2,309,884. That was about average, considering the population of the state.

The Senate Appropriations Committee and the General Accounting Office (GAO) have repeatedly urged the VA to tighten the educational aid program and to step up collection of overpayments.

PROBLEM COMPLICATED

Congress has complicated the problem by ordering the VA to make payments to veterans in advance. The change was made in response to complaints from veterans who often experienced many months' delay between the time they started college and the time they received their first check.

At the Appropriations Committee hearing, VA officials also reported that attendance requirements have been relaxed at many schools. The VA often does not know whether or not a veteran enrolled in the required courses and whether he attended them.

The GAO has urged the VA to use its computerized records on all veterans to track down those who have been overpaid.

[From the Rocky Mountain News, Denver, Colo., Apr. 28, 1976]

COLLEGE ACTS TO HALT VA OVERPAYMENTS

Regulations designed to prevent overpayments to students collecting benefits from the Veterans Administration have been implemented by El Paso Community College in Colorado Springs.

The regulations were made public Tuesday following reports that almost half the two-year school's 3,600 veterans have been overpaid by the VA during the past four years.

The overpayments may total hundreds of thousands of dollars, according to a spokesman for the VA.

The problem has been blamed by school officials in part on inadequate record keeping and a misunderstanding of VA rules.

College officials say the new regulations will be implemented even though they may "not be in keeping with the spirit of the open-door policy of the community college." There are no entrance requirements, and few students ever flunk out of the college.

The new regulations require accurate and prompt reporting of student attendance by instructors. In the past some students signed up for classes and never attended, simply to collect GI benefits.

In addition, the school will report on the academic progress of students and prevent students receiving GI Bill benefits from repeating classes they have already passed.

Past regulations allowed students to waive a grade on their permanent record if they expected to get less than a C average.

"The idea was that the student who had paid his tuition, put in his time, and did not get credit for a course had paid a high enough penalty without the additional humiliation of a failing grade on his transcript," said Dr. Duane Skinner, dean of student services.

However, that made it impossible to determine if the students were maintaining an academic average acceptable to the VA for the purpose of claiming GI benefits.

Other regulations will make it tougher for students to switch from one program to another without ever finishing any, and require all veterans to attend counseling sessions to be sure they are taking courses that will lead to degrees.

"The simple procedures with which El Paso began were adequate for an honest student body dedicated to obtaining an education," said College President Donald McInnis. "A few dishonest students made that system impractical."

McInnis said the school was not prepared for the influx of veterans, who now make up almost 60 percent of the student body.

"We are now moving rapidly to correct all the previous inconsistencies with El Paso policy and the laws governing veterans' benefits," McInnis said.

A spot check of Denver area community colleges indicated Tuesday that tighter certification procedures already have been implemented or will be in the near future.

The overpayment rate at El Paso, which stands about 44 percent, was determined by the VA on the basis of a full audit of the school's student records.

VA officials revealed Monday that every school in the state soon will be subjected to a similar audit, although not a complete one.

Veterans benefits are paid on the basis of information about the students supplied to the VA by the schools.

Overpayments are the responsibility of the student. However, if a school were found to be negligent in its reporting, it could be held responsible for the money too, according to VA officials.

A full-time student with no dependents is entitled to $270 per month from the VA. Payments range as high as $498 per month to a full-time student with seven dependents.

[From the Sun, Colorado Springs, Colo., Apr. 28, 1976]

VA AUDIT SETS 60% EPCC ERROR RATE

(By Norman Draper)

As many as 60 per cent of the certification records kept for veterans attending El Paso Community College (EPCC) contain errors, according to an official of the Veterans' Administration (VA) in Denver.

The errors were discovered during a recent VA audit of records of all veterans attending EPCC, Veterans Affairs Officer Bill Hardwick said.

The complete EPCC audit was conducted after a preliminary study by VA officials showed a high percentage of errors in the certification records. The original study was made at the request of EPCC officials.

The study indicated as many as 300 of the 490 certifications might contain errors. Tuesday's report confirms suspicions reported last week.

The results of the audit should be published in the next few weeks, Hardwick said. Most of the errors resulted in overpayments to veterans, he added.

Because of this many veterans will receive smaller benefit checks in the future—some as soon as May. Yet the veterans may not be the only ones held responsible.

Each overpayment will be considered individually, and if evidence points to negligence on the part of EPCC, the school could be held accountable for them, Hardwick said.

"It boils down to what has been done in each individual case," he said.

From five to 10 per cent of the veterans attending EPCC may have to drop out of school if their benefits are cut, Kurt Craig, EPCC student body president-elect and vice president of the EPCC Veterans Association, said.

Acting EPCC Veterans Affairs Officer Lynda Lambert said there was no way to tell how many veterans would be forced out of school by smaller benefit checks. She believes many veterans are threatening to quit out of exasperation, she said.

Recently EPCC tightened certification requirements to prevent errors in the future.

Overpayments to EPCC veterans over the last four years could total as much as several hundred thousand dollars, according to a United Press International story quoting Frank Newton, the Colorado director of the VA. Newton said in the story the VA plans to check the veterans' records at every college in the state.

[From the Birmingham News, Birmingham, Ala., Apr. 30, 1976]

LAWSON TOLD IT MAY OWE MILLIONS IN OVERPAYMENTS

(By Tom Scarritt)

The Veterans Administration Thursday mailed a letter to President Dr. Leon Kennedy of Lawson State Community College, informing him the school may be held liable for $2.2 million in overpayments of VA educational benefits to students enrolled there.

The school has 30 days to show why it should not be required to pay that amount to the VA.

At the same time, the VA is recovering thousands of dollars in collections from veterans who were overpaid and benefits withheld from veterans who still are enrolled in school.

The overpayments to veterans first were discovered in a VA audit of the school last spring, and VA officials have been working with the school ever since to determine the exact amount of the overpayment.

The audit and subsequent investigations at the school revealed serious inadequacies in bookkeeping there which resulted in erroneous certification of hundreds of veteran students.

As of March 31, the exact amount of unrecovered overpayments, which the school could be held liable for, was $2,237,964.93.

In addition to the VA's audit of the school's attendance and certification procedures, the Federal Bureau of Investigation has conducted, at the request of the VA, a separate investigation of the erroneous certifications.

An FBI spokesman said last week the agency had completed its investigation of the case and turned its findings over to the U.S. Attorney's office, but later that same day an FBI agent came to The Birmingham News and asked to look at The News' files on its investigation of the Lawson State situation.

A spokesman for the VA said it was that agency's understanding that the FBI investigation still was underway.

Meanwhile, assistant U.S. Attorney Henry Frohsin said he had reviewed the FBI's findings on the case and decided not to pursue any criminal prosecution against school officials, choosing instead to recover the overpayments through civil procedure.

"After due consideration and exhaustion of all leads," he said, "we are declining prosecution in favor of appropriate civil and administrative action."

[From the Gazette Telegraph, Colorado Springs, Colo., May 1, 1976]

VA RULING UPSETTING EPCC

Although El Paso Community College (EPCC) has made policy and procedure changes to meet requirements of the Veterans Administration (VA) in certifying student veterans for VA educational benefits, college officials regard one of VA's requirements as "unreasonable."

The VA requirement which has caused the greatest problem for the college is one which affects students in certificate programs—that is, college programs which lead to a one-year certificate of completion rather than to a two-year associate of arts degree.

According to the VA, non-degree students must be certified according to "contact hours," or hours actually spent in class or lab. All other students are certified according to "credit hours," or how many college credits their particular course of study is worth.

The college regards the ruling as unreasonable because the requirements of a one-year certificate program are similar, and in some cases identical, to the requirements for the first year of a two-year degree program. The VA certifies degree-program students in terms of credit hours.

The change means that for a veteran to be certified as a full-time student, and thus be eligible for full-time benefits, he must be physically in class or lab 30 hours a week if he is in a certificate program. However, if he is in a degree program, he need be in class as few as 12 hours a week to qualify as full time.

The result of this ruling is that certificate students considered by the college to be full-time students are considered by the VA as half-time or even less-than-half-time students.

Thus students certified by the college as full-time during registration for the current quarter already have been paid full-time benefits, although VA now regards them as eligible only for half-time benefits or less. The VA is taking steps to recapture the overpayments from the veterans by making deductions from future checks.

According to Dr. Duane Skinner, dean of student services, this ruling has not been pointed out to the college in the seven years of its existence. Skinner's department is responsible for reporting on students to the VA.

The VA told the college it would enforce the contract-hour ruling during a recently completed audit of 100 percent of the enrollment records of current student veterans.

Except for a sample audit last August, the VA has not conducted an audit of the school records in the past seven years, Skinner said. As a result of the August audit, some discrepancies in reporting were called to the college's attention by the VA and the college took steps to correct them. At that time, the greatest source of error was in veterans repeating classes which they already had taken and passed.

Prior to August, Skinner said, regular audits were conducted by the state approving agency which operates under the State Board for Community Colleges and Occupational Education. No discrepancies were reported by that agency, Skinner said.

As a result of the 100-percent audit completed in April, several other areas of discrepancies were identified by the VA, and the college has since made policy and procedure changes to conform to VA requirements, Skinner said.

Several veterans already have protested the credit-to-contact reporting change. According to Lynda Lambert, acting EPCC veterans affairs officer, the school is advising students to seek administrative waivers from VA. Such a waiver would absolve student veterans from repaying overpayments which resulted from the ruling. "After all, it's as much VA's fault as our fault for not noticing this before," she said.

To avoid any possibilities of incorrect reporting in the future, the college is taking a far more cautious approach to certifying veterans, according to Skinner.

"We are taking the most conservative approach until clarifications are received in writing (from the VA) on 'gray areas' in the law. It is certainly preferable to deny certification and later find that the course or program can be certified for benefits than to approve a request and later have it denied by VA," Skinner said.

[From the EPCC Newsletter, Colorado Springs, Colo., May 3, 1976]

Aftermath of Veterans Audit

EPCC officials are coping with the results of a 100% audit of veterans enrolled spring quarter at EPCC. The most serious problem is the one faced by veterans enrolled in certificate programs. The ruling that these students be certified on the basis of clock hours instead of credit hours seems unreasonable to the college The requirements of a one-year certificate program are similar (in some cases identical) to the requirements for the first year of an associate degree program which VA certifies in credit hours. For the veteran, the change means that he must be physically in class or lab 30 hours a week if he attends a certificate program in contrast to the veteran whose class and lab time in an associate degree program may be no more than 12 hours a week. This appears to be the most significant change for EPCC students, resulting from the recent audit.

Dr. Duane Skinner, dean of Student Services, reports that no VA audits were done at EPCC before last August. A small audit took place then and a few discrepancies were identified. Procedures were adopted to correct such problems as veterans retaking classes. Prior to last August regular audits were conducted by the state approving agency which operates under the State Board for Community Colleges and Occupational Education. No discrepancies were reported by that agency.

Concerned citizens have been asking EPCC and VA officials where the fault lies for the discrepancies in the audit. EPCC officials hope to avoid the pinpointing of fault since it appears that the lack of clear-cut guideline from VA, the failure of the college to insist on guidelines or to interpret guidelines consistently, and fraud on the part of a few veterans have caused the discrepancies. It is very difficult to determine in each of the cases who is responsible, Dr. Skinner said.

Dr. Skinner states that at the present time and in the future no assumptions will be made regarding any certification of veterans.

"We are taking the most conservative approach until clarifications are received in writing on 'gray areas' in the law. It is certainly preferable to deny certification and later find that the course or program can be certified for benefits than to approve a request and later have it denied by VA" Skinner said.

One of the "gray areas" on which EPCC seeks to obtain a more liberal ruling is the approval of courses outside the major area. Under the present ruling no course outside of catalog-listed curriculums are approved for VA benefits. This means that a veteran in an auto body program, for example, cannot take a communication, human relations or business course because there are no electives permitted in that program. This is true even though the courses mentioned could certainly help the veteran get the job he seeks upon graduation and would enhance his ability to perform the job.

Full details on the veterans audit are not expected for several weeks.

[From the Austin Statesman, Austin, Tex., May 4, 1976]

ACC Hears of VA Fund Problems

Austin Independent School Board trustees, sitting as the Austin Community College board, heard complaints Monday from an ex-GI who said 2,000 ACC students are having trouble getting their full veterans educational benefits.

According to Phil Grimly, a spokesman for the group, at least 2,000 veterans attending ACC are only getting half of what they should be receiving in their monthly checks from the Veterans Administration.

ACC officials said they were not responsible for the problem, pointing out they had met a March 30 deadline for certifying that the veterans in question were indeed attending ACC.

But one student told the board the VA said the certification had not come in on time.

The same thing happened last December, he said, noting that if his full check doesn't start coming soon he won't be able to meet his child support payments.

School's officials said they would look into the matter.

In other action Monday, the board awarded a hot food service contract to Acme Vending Co. and told the ACC staff to draw up two proposed budgets for next year—one with an eight percent pay hike figured in, one without.

The board met at the Ridgeview campus of ACC at 901 Neal St., then traveled to the AISD administration building for an executive session on the renewal of school Supt. Jack Davidson's contract.

[From the Raleigh Times, Raleigh, N.C., May 4, 1976]

Vets Face Tuition Aid Loss

(By Nick Peters)

Unless Congress passes a new law, several hundred college students in Wake County will find themselves unable to pay their tuition with Veterans' Administration benefits after May 31.

Congress has said that educational benefits for veterans who left the service between 1955 and 1961 will end on that date.

At King's College in Raleigh, which draws heavily on VA-funded students, 279 of the college's 1,400 students will be affected by the new limit.

King's president Britt Dorman said the college, which takes tuition of $98 a month out of the veterans' checks as they come, will allow students whose benefits end May 31 to finish the quarter which ends June 19 at no extra charge.

"We'll work with them in every way possible," Dorman said. "We'll have them check with our financial aid office about loan possibilities for future programs, and we've told them to check with their companies about funding."

Dorman noted that the loss of the students will hurt the college's revenue, but said no cutbacks in programs were expected.

Wake Technical and N.C. State University have fewer veterans enrolled, and officials said today they don't know exactly how many students would be affected. Officials speculated that about 10 percent of their veterans might be affected, the national average.

Wake Tech has 288 veterans enrolled in high school equivalency and regular curriculum offerings, out of a total enrollment 1,810.

NCSU, with over 15,000 students, has about 800 veterans enrolled.

Both Wake Tech and NCSU ask veterans to pay their tuition at the start of the semester as do regular students. Officials said they will therefore be able to finish their current program.

"The impact is greater at technical schools," said Tom Hawkins, NCSU Veterans Administration representative. "A school like NCSU appeals to the more academically competitive students."

Hawkins said his office has received few queries from worried veterans. "Some have inquired, but under no circumstances has anyone said he can't finish or will have to drop out," Hawkins said.

[From the Savannah Morning News, May 6, 1976]

U.S. ATTORNEY TO GET SSC CASES

(By Betty Mansfield)

A Veterans Administration official in Atlanta said Wednesday it is possible that overpayments to veterans enrolled at Savannah State College under the GI Bill during the last three years could run as high as $1 million.

The VA already has taken steps to recover the funds.

A number of the cases are expected to be turned over to the U.S. attorney for prosecution.

Tommy Whire, assistant regional VA director, said discrepancies were found in more than 70 per cent of the veterans' records audited at SSC. He said it has been recommended that the school be held liable in about half the cases.

He said the school's liability could be "substantial" based on discrepancies uncovered during a three-month investigation into veterans programs at the college.

Whire declined to discuss specific amounts which might be owed to the VA by former and present students and the school. But, when asked if it was possible that overpayments in GI Bill benefits and school liability could run as high as $1 million, he said, "Yes. It is possible."

PROBE LED TO RESIGNATION

The college for a time lost the privilege of enrolling additional veterans under the GI Bill because of discrepancies first found in SSC veterans records in January.

The investigation led to the resignation of the veterans affairs director at the school. In resigning his post, Willie Jenkins complained that he had failed to win cooperation from college administrators in his efforts to report the eligibility standing of SSC veterans.

The inquiry was started after a routine audit of veterans program records at SSC by the VA in early January turned up "serious discrepancies."

VA officials said discrepancies involved in the SSC case included veterans not in school, veterans who were in school but had dropped below the legal limits for receiving benefits and those who received money but were never enrolled.

Whire said Wednesday that the VA is in the process of notifying 1,206 veterans that they must make restitution. They are among the 1,677 whose records were audited. The audit covered records dating back to 1973.

Whire also said the school will be notified that it will be liable in 608 of the 1,206 cases where it was found that overpayments had been made in GI Bill benefits.

He said a total of 118 cases have been referred to the VA's district counsel for a decision on whether they should be referred to the U.S. attorney for prosecution of fraud.

Whire said that, as of Tuesday, the VA had about 42 more cases to review. He said the investigation is now "virtually" completed.

In declining to say what the school's liability amounted to, Whire said if he discussed specific amounts "we might jeopardize the school's right to due process."

He said there is an appeal process open to SSC.

Individual veterans who were paid benefits to which they were not entitled will be expected to make restitution either by payment or by authorizing the VA to withhold from future benefits paid if the veteran re-enrolls or continues in school under the GI Bill.

DEBT TO STAND

Whire said that, if repayment is not made, a debt will stand on the books against any future benefits, compensation or pension for which a veteran may become eligible in future years.

The VA official said the school and the 1,206 veterans will be notified and requested on three occasions by the VA to make restitution.

If there is no response, he said, the General Accounting Office will be notified and future efforts for recovery will rest with that agency.

Whire said some veterans already have started to repay the VA.

He said that, if a veteran can prove hardship, "We won't withhold everything . . . if it means he would not be able to continue his education. But, we have to make sure we recoup everything he owes from his remaining entitlement while he is in school."

Meanwhile, Chatham County Commissioner Walter W. "Matt" Matthews said Wednesday he has not received a response to his request that the county grand jury inquire into SSC's veterans programs.

Matthews made the request to grand jury foreman Frank O. Eady last month.

The county commissioner also said he has approached the U.S. attorney asking that some action be taken on the reported overpayments which may have involved fraud.

[From the Colorado Springs Sun, May 6, 1976]

VA Reneged on Promise, Veterans Say

(By Norman Draper)

About 200 El Paso Community College (EPCC) veterans were told Wednesday they were being treated by the Veterans Administration (VA) "as the Indians were treated in the last century."

EPCC Veterans Association president Bob Keller told the assembled veterans that the VA had reneged on its promise to give them an education.

"You're being treated as the Indians were treated in the last century," he said. "The VA has broken its promise to us. We have served collectively in the last three wars this country has fought. For this, the country offered us an education. But the bureaucracy harasses the very process they are charged to help."

EPCC veterans have responded with confusion and anger to recent disclosures that a VA audit has uncovered a number of errors in their certification records.

Properly kept certification records are necessary to insure that the veterans receive the benefits they deserve.

Many veterans were piqued by the news that their future benefit checks might be cut because of certification mistakes made in the past.

"The VA or the school has bungled immensely in the procedures," said Keller. "In other words, the veteran is guilty before he is proven guilty."

Keller said some veterans might have VA debts totalling as much as several thousand dollars.

Veterans Association officers are currently trying to gather money for a legal fund. According to VA officers, a lawyer is already working on their case, although the exact legal course they will take has not yet been decided.

To help pay for legal expenses, the association sponsored a "car smash" after the Wednesday meeting. Veterans paid 25 cents each to take their frustrations out on an old car labeled "The VA" by smashing it with sledge hammers. By the time the car had been reduced to a mere pile of scrap metal, Keller estimated that the legal fund had grown by as much as $100.

"I feel we're being treated wrong," said one veteran who participated in the destructive ceremonies. "If the VA is going to do something like this, they ought to wipe the slate clean right now."

"I think they're passing the buck (to the veteran)," said another veteran, Ralph Echeverria. "They should have caught this a long time ago."

EPCC veterans are planning more activities for the week, according to Kurt Craig, president-elect of the EPCC student body and vice president of the Veterans Association.

Craig said veterans will meet with representatives from the regional VA office and the office of U. S. Representative William Armstrong, R-Colorado, Friday at 4 p.m. He said veterans' representatives also expect to meet with U.S. Senator Gary Hart, D-Colorado, at 5 p.m. Saturday.

[From the Boston Evening Globe, May 6, 1976]

NEWBURY JR. COLLEGE THRIVES ON GI BILL

(By Anson Smith)

When Newbury Junior College launched its night program three years ago, the college was a small, struggling, day business school with about 250 students, few of them veterans.

In the 1972–1973 school year, the school had operating revenues of $327,482 and net operating income of $9220, according to a report filed with the public charities division of the state attorney general's office.

Today, more than 6000 veterans—the largest contingent in Massachusetts higher education—are enrolled in Newbury's night business management program, and although school officials are reluctant to be specific about the institution's finances, it appears that the program may gross millions of dollars this year.

Luring veterans back to school under the GI bill has become big business at Newbury, a private, tax-exempt institution with headquarters in the Back Bay section of Boston.

The college has vigorously advertised its veterans program and has come up with other recruitment incentives as well, ranging from bonuses for students who enroll others in the program to assuming the power of attorney for veterans who can't pay their tuition in advance.

There is no doubt that the aggressive advertising and promotional techniques used by Newbury have caused the school's enrollment to soar. In recent months, questions about the educational ethics of those techniques have increased as well.

Some present and former Newbury students, along with former school administrators and faculty members, as well as other officials involved in higher education, are questioning whether the students at Newbury are more interested in supplementing their income than they are in a quality education.

"Basically," says Mrs. Joanne Geller, a former economics teacher at Newbury, "what you had was a bunch of guys who were there to get the money before the veterans' benefits ran out."

Newbury's two-year program requires class attendance two nights a week, and it is taught year round, primarily by part-time, nontenured faculty in rented classrooms at six Catholic high schools in eastern Massachusetts.

Successful completion of the program a mix of business and liberal arts courses, leads to the award of the "associate" degree. Some four-year colleges in the area give transfer students from Newbury full credit for the courses they've taken there. Other colleges give only partial credit.

A large majority of Newbury students are veterans of pre-Vietnam service and are now working men in their 30s and 40s.

Congress made them retroactively eligible for government-aided college education in the Vietnam Veterans Readjustment Act of 1966. All veterans who were discharged before 1967 will run out of eligibility May 31.

"Your VA (Veterans Administration) benefits far exceed the cost of tuition," said a now-discontinued Newbury advertisement, published last fall. "For example: After paying for books and tuition, you can take home $492 to $1324 a (four-month) semester, tax-free, depending on family size."

The Newbury program has been approved by the State Board of Higher Education, which oversees collegiate educational quality, and by the Veterans Administration, which disburses GI educational allowances.

Mrs. Geller said only two members of her 20-man class of veterans showed any real interest in learning her subject.

"The longer I stayed there," she said, "the more I realized they (the Newbury administration) were trying to turn the place into a piggie bank, and not an institution of learning. Every school I'd taught at before tried to evaluate the teacher, tried to find out what students were learning, tried to get students to say what they thought about the class. But they (the administration) had no interest in finding out what type of teacher I was.

"I think it is very bad to go to school where the incentive is not education." Just how much money Newbury has realized from the program is conjectural. In a recent, hour-long interview at their Back Bay headquarters, Newbury officials expressed reluctance to discuss school finances.

But with annual tuition and book fees totaling about $960 per student in the program, and almost all students attending on a year-round basis, it appears that the program may gross millions this year, according to one VA source's estimate.

The night business management program first was offered in the fall of 1973, and produced a significant improvement in the college's financial position, according to reports on file in the attorney general's public charities division.

Operating revenues for the fiscal year that ended June 30, 1974, were $564,568, as compared to $327,482 in the prior fiscal year. And net operating income, just $9220 in the prior year, increased more than tenfold, to $102,308.

The deadline for reports for the 1974-1975 fiscal year is June 30 of this year. Newbury has not yet filed this report.

Edward J. Tassinari, of Westwood and Barnstable, Newbury's 43-year-old president and founder, and Newbury's board chairman, Boston lawyer David L. Weltman, said in the recent interview at college headquarters that the advertising techniques used to promote the veterans program were adopted in response to urgings of the Veterans Administration.

"The VA," Weltman said, "was trying to get away from what had become inaccessible education—an education inaccessible to those people who grew up in an environment in which their parents didn't emphasize the importance of going past high school.

"So they said to us, 'Don't think of yourself as an ivy-walled seminary where people have to come and beg to be educated. Go out where the students are. Advertise in the newspapers.'

"One word that was anathema to educators was 'market.' But, really, if an institution is going to survive, one must think of education as a resource and the student as a market. And one has to make a pitch," Weltman said.

Tassinari, who holds a Boston University graduate degree in education, founded Newbury as a business enterprise in 1962 and secured tax-exempt status for it several years later. He said in the interview:

"College for these people (the Newbury veterans) was almost a forgotten commodity, something that was never going to become available to them. And there were so many latent intellectuals in that group. It was just absolutely staggering to the mind of the faculties who teach them. And it's probably been one of the most exciting experiences that I've ever had in my life.

"Non 'threatening'," added Tassinari, "is the word that we often use at this institution—'non threatening.' Encouragement, motivation, a practical approach to learning—this seems to be, in my opinion, the most appropriate way to reach adults to learn."

James Chandless, an official in the Boston VA office, said that four or five months ago "there was some strong objection to (Newbury) advertisements which stressed monetary benefits, especially on Sunday on the sports pages. We objected to these, and they changed them. Also radio ads."

Another recruiting strategy that paid dividends to Newbury, according to sources familiar with the school's operations, was the offer of a $20 "bounty" to any student who could persuade another eligible veteran to sign up for the program.

One of these sources, a veterans affairs administrator at one of the major universities in the Boston area, said she was "really ticked off" when she learned about Newbury's use of bounty payments.

Chandless said about 25 Newbury veterans recently were overpaid by the VA because the college had not reported promptly enough that they had dropped out or changed courses, but, he said, the VA concluded after an investigation that Newbury was making good faith efforts to give prompt notification. Such investigations, he added, are quite common.

"All in all," Chandless said, "we recognize that Newbury is not Harvard, but it has a place in the educational system. If we got 10 percent (of Newbury veterans) who learned a lot there, the program would be a success."

John Soraghan, another Boston VA official, said one reason for Newbury's success in the very competitive field of educating veterans was that "unlike most places they don't require the veterans to put their money up front (pay in advance)."

Soraghan said Newbury tells veterans who can't pay in advance that they can be enrolled if they give the college power of attorney to cash their monthly educational allowance checks. Under this procedure, the college cashes the check; keeps what is owed for tuition and books, and sends the veteran a check for the balance.

Thomas Arnot, another VA official, said the power-of-attorney practice is "not illegal or contrary to government regulations, but I personally do not approve of it. It's a serious matter to authorize someone else to act for you in the handling of your own money."

Still another VA official, who asked not to be named, said it was ironic that an act of Congress designed primarily to help Vietnam veterans readjust to civilian life should be turned into a vehicle for helping large numbers of middle-aged veterans "To moonlight by going to school to collect allowances that pay an average of about $3600 a year." He added: "If those guys (pre-Vietnam veterans in their 30s and 40s) aren't readjusted yet, they never will be."

[From the Gazette Telegraph, Colorado Springs, Colo., May 6, 1976]

VETERAN CERTIFICATION AT EL PASO GETTING PRESSURE FROM WASHINGTON

(By Patricia A. Renner)

While the Colorado Veterans Administration regional office has been putting pressure on El Paso Community College to resolve errors in certifying veterans, the state office has been under pressure from the Veterans Administration in Washington, D.C., to do likewise, according to the college's dean of student services.

Dr. Duane Skinner told the college council Wednesday night that the regional VA office in Denver is as interested as the college in getting certification problems worked out because of political pressures on the VA in Washington, D.C., to clear up abuses, or hush talk of abuses, of VA benefits.

The regional office recently completed a 100-percent audit of enrollment records of veterans attending the school, during which several sources of errors in reporting were discovered. Some of these errors have resulted in student veterans getting more educational benefits than they are entitled to, according to the VA.

When news of the audit and the high percentage of errors reached Washington, Skinner said, the initial reaction in the capital was in favor of shutting the college down. The state office, however, responded that it would work with the college in an effort to resolve the situation, Skinner said.

Reporting to the council on the recently completed audit and its effect on the college, Skinner said, "In all fairness, VA (in Denver) was caught with their pants down."

The problem really began in the fall of 1974, when the VA went to a system of "advanced pay," Skinner said. This system allows a veteran to be certified for benefits on the basis of what courses he intends to take during the upcoming quarter or semester. He then receives a lump sum for the quarter or semester at the beginning of the term, rather than a monthly check for as long as he remains enrolled, as was the system previously.

Skinner said he felt that the regional VA was not adequately staffed to audit and control benefits under the advanced pay system.

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The college had never been audited by the VA until last year, Skinner said, but before the advanced pay system was implemented, audits were not as critical. The main reason was that the VA, and not the college, was doing the certifying. Now the college, and specifically an office in Skinner's department, does the certifying.

The college became aware of some problems in interpreting VA rules last summer, when it was found that some college policies were in conflict with VA requirements. Policy changes were made at the time to bring the school into conformance with VA rules, he said.

A total of 10 auditors, including four called in specially from San Diego, worked two full weeks on the audit. The final report from the audit has not yet been prepared, but indications are that as many as 1,400 out of 3,100 veteran students might have been overpaid since January. About 300 students already have been notified that they were overpaid, he said.

Skinner said he requested, in course of the audit, he discovered that not even the auditors were certain of the exact interpretation of some VA rules.

Skinner said he requested, in a letter to the VA, that the college be given written clarification on 10 areas of rules, but that he has not yet received an answer from the VA on that matter.

Skinner said that VA seems to feel that its own adjudication section has been remiss in not catching any of the errors before the initial audit last summer. The college has been out of compliance in a number of ways, Skinner said, probably for as long as it has been certifying students.

He said the VA seems to "really be going after" intentional violators, students who falsify their reports in order to gain unentitled benefits. The VA is not trying to punish the college or honest students, he said.

Student veterans, however, are distraught over the situation, he said. The VA knows this but feels it has no alternative other than to enforce its rules strictly.

Skinner said he doesn't know what the recourse might be for veterans who are getting fewer benefits than before, as a result of the policy changes, through no fault of their own.

The main problem for any veterans seeking recourse, he said, is the fact that the national VA is exempt from judicial review. A special VA appeals board, and not the court system, has final say in grievances against the agency.

[From the Plain Dealer, Cleveland, Ohio, May 7, 1976]

CCC Is Ready To Drop 700 Failing Veterans

(By George P. Rasanen)

WASHINGTON.—Partly because of overpayments of Veterans Administration school benefits, Cuyahoga Community College is dropping 700 veterans who are doing poor work.

Among the 700 are a small number who have been cutting classes.

CCC officials and the VA were uncertain yesterday whether any of the veterans being dropped received overpayments.

The VA has found fictitious enrollments at colleges by veterans collecting school benefits. This has contributed to the VA's $1 billion in overpayments.

"I can't guarantee that doesn't happen here occasionally," said Dr. Robert E. Parilla, CCC vice president.

Nolen M. Ellison, CCC president, said there were no instances of overpayments at CCC to his knowledge.

Ellison testified yesterday before a House veterans subcommittee which is inquiring into VA overpayments.

CCC has 5,100 veterans enrolled in classes. The number has increased significantly in recent years as enrollment soared to 27,000.

[From the Cleveland Press, Cleveland, Ohio, May 7, 1976]

CCC Official Sees No GI Aid Fraud

(By Bud Weidenthal)

Cuyahoga Community College officials don't believe they have a GI Bill fraud problem, despite national reports of $1 billion in overpayments by the Veterans Administration.

In fact, recent studies reveal that veterans at CCC earn higher grades and have a lower dropout rate than the general student body.

Vice President Robert Parilla, who oversees CCC's student aid programs said that the 700 "terminations" of GI's during the past quarter was not high considering the nature of a community.

"We're merely going by the rules, in order to avoid overpayments," said Parilla.

He said that terminations at the end of each quarter are a matter of routine procedure.

Parilla revealed that 46,000 different students had enrolled for courses at the three campuses of CCC during the 1975–76 school year. At no one time were there more than 27,000 enrolled.

"This gives you some idea of the kind of turnover we have. A huge number of our students come for one or two courses. Or they come for one quarter, drop out and re-enroll again."

He said that a veteran can be "terminated" for any one of a variety of reasons. They include low grades, failure to attend class, or failure to re-enroll.

Parilla said that there was no indication from the Veterans Administration that fraud was involved in any of the cases referred to in questioning of President Nolen Ellison in Washington yesterday.

"Under the law the college is held liable for defaults, and we have not been notified of a single case," said Parilla.

He said it is quite possible that some cases of abuse might be turned up. But he indicated that this is almost impossible to avoid when dealing with such large numbers.

He reported that during the fall quarter 5237 veterans were enrolled at CCC, and 4999 in the winter quarter.

The largest number, 2425 was at the Metro campus, Western campus had 1800 and Eastern 774. He said he did not have a campus-by-campus breakdown of terminations.

CCC has an open door policy which admits virtually any veteran who wishes to take classes. A high school diploma is not required.

Parilla said that the spurt in enrollment at CCC of both veterans and all other students is attributed in part to the economy.

A jobless or partially employed veteran with two children gets $320 per month for attending school, full time. CCC tuition is only $110 per quarter or $330 per school year.

It is possible to do quite well financially, it was indicated. This may explain the popularity of community colleges among veterans. This is fully within the law.

GI bill payments are the same regardless of the tuition charges.

Parilla told The Press that CCC is constantly re-evaluating its procedures in respect to all forms of financial aid.

He and President Ellison agreed that large sums of money are involved in student aid programs and that careful scrutiny was called for.

Parilla explained that much of the responsibility rests with the veterans themselves who are required by law to report their progress in school to the Veterans Administration.

[From the Washington Star, May 7, 1976]

VA's Audit Ups Losses at College

OVERPAYMENTS TO FCC VETS NOW SEEN AT $1.7 MILLION

(By Philip Shandler)

Veterans Administration auditors have uncovered overpayments of GI Bill benefits to students at Federal City College totaling nearly $1.7 million—double the amount reported earlier.

And the VA has determined to hold the college liable for repayment of most of the money, more than $1 million, according to a VA audit obtained by The Star.

On the plus side—from the college's standpoint—the overpayments have been found in far fewer cases than first believed, the audit disclosed.

Officials of the college, the District's major public institution of higher education, could not be reached last night for comment.

However, they have asked for and been granted hearings on appeals from the VA findings.

The Star disclosed last month that a VA probe of student records at FCC indicated that virtually all of the approximately 2,600 veteran students had been overpaid by the federal government, largely as a result of failures to notify the VA of changes in their status that lowered their benefit eligibility.

It was reported at that time that the overpayments totaled about $800,000, and that the VA likely would hold the college liable—because FCC had lagged by an average of 150 days instead of the allowed 30 days in reporting changes—for repayment in about one-fourth of the cases.

That liability was put at about $200,000.

A copy of the audit report, however, obtained by The Star yesterday under the Freedom of Information Act shows that overpayments of $1,688,631 (instead of $800,000) were made to 1,341 students (about one-half of the 2,646 cases reviewed).

The audit established "potential liability against the school" of $1,078,727 minus about $52,000 withheld from May benefit checks.

Overpayments went to a few veterans for whom "the school was unable to furnish the (audit) team with transcripts and grades," to many where there was "incorrect certification on changes from more than half-time to less than half-time training," to some who were "certified for courses previously completed successfully," and to some for whom there was established "no basis for admission" to FCC.

A similar total audit is under way at Northern Virginia Community College, and another is scheduled for Washington Technical Institute.

[From the Buffalo Evening News, Buffalo, N.Y., May 7, 1976]

GI SCHOOL BENEFITS PAID INMATES CALLED "RIPOFF"

ALBANY, May 7.—More than 100 prison inmates in the state are receiving veterans' education benefits averaging $400 a month despite the fact that the state is paying all education expenses, a Niagara Frontier state legislator revealed today.

"I'd say that's a ripoff," said Assemblyman Matthew J. Murphy (D., Lockport), who added that there's apparently "nothing illegal about all this, but it is certainly a questionable use-of public funds."

Mr. Murphy, who learned of the practice by chance during a visit to the Attica Correctional Facility said education programs in 20 state correctional facilities are approved by the U.S. Veterans Administration.

"And there are 123 prisoners also who are veterans who qualify for GI benefits," he said, "ranging from $270 a month for single veterans to more than $500 for those with several dependents."

"Obviously," said Mr. Murphy, "a prisoner has no room and board expenses and the State Correctional Services Department pays any tuition costs."

At Attica, said Mr. Murphy, 218 prisoners, some of whom are veterans, take college-level courses from instructors from Niagara University, Rosary Hill College and Canisius College who teach in the prison.

The monthly GI checks are deposited to each prisoner's account, Mr. Murphy said.

He also was annoyed because, he said, some of the 123 prisoner-veterans have families at home who are on welfare.

He is trying to persuade the State Social Service Department and the Correctional Services Department to arrange for the use of the education benefits to reduce the welfare payments.

"If this is the case in all the other 49 States," he said, "then it's a ripoff of gigantic proportions."

[From the Sun, Colorado Springs, Colo., May 8, 1976]

BAD ADVICE NO EXCUSE, EPCC GATHERING TOLD VA TO HOLD OVERPAID VETS RESPONSIBLE

(By Norma Draper)

Veterans attending El Paso Community College (EPCC), and not the college itself, will be held financially responsible for benefit overpayments made by the Veterans' Administration (VA), a VA representative said Friday.

John Hand, assistant director of the VA regional office, told veterans gathered for a question-and-answer session at the college that the overpaid veterans would be the ones who would have to pay back the excess amounts. This will be done despite the fact that some veterans were incorrectly counseled about what made them eligible for benefits while attending classes.

"The law mandates us to get the money from the person who got it," Hand said. "You got the money, and now we're going to have to get it back from you. We're not trying to penalize you as veterans or penalize the school, but we have to do what the law requires."

Some veterans attending the college have received excessive benefits from the VA, according to disclosures of a recently-conducted VA audit of the college's records. Records of all the veterans attending the college were audited.

Many of the errors resulted from confusion as to how VA guidelines should be interpreted, according to Duane Skinner, EPCC dean of student personnel services.

"The interpretation of how certification for veterans is to be handled, I guess, what caused the problem," Skinner said at the session. "We thought we were certifying within VA requirements."

When several veterans asked why the overpaid veterans would be charged for counseling mistakes made by the college, Hand said: "You got the money innocently, but you got it. There are rules and regulations that must be followed, and we follow them. It isn't that we're doing this heartlessly."

He said a VA representative would arrive at the college Monday to brief EPCC officials on proper VA certification procedures.

The college needs the help, according to Skinner.

"We're having a real struggle interpreting some of the problems resulting from the audit," he said. "There are still some ambiguities in the regulations. The paperwork jungle continues to be a problem."

Hand said the VA had not checked college certification records before, but would have to now.

Hand's answers are not likely to satisfy many veterans, who feel they are being held financially liable for the mistakes of others.

"The school failed to correctly administer the program and the VA failed to monitor the program," said Kurt Craig, president-elect of the EPCC student body and vice president of the EPCC Veterans' Association. "The veteran is being made to pay for the mistakes of either the VA or the college."

Veterans are considering legal action to keep the VA from financially penalizing overpaid veterans, Veterans' Association officers have said.

[From the Gazette Telegraph, Colorado Springs, Colo., May 8, 1976]

STUDENTS MAY APPEAL PAYMENTS

Student veterans at El Paso Community College met Friday with personnel from the Veterans Administration regional office and aide of Congressman Bill Armstrong and the school to discuss problems of veteran certification and benefit payments.

Many veterans attending EPCC faced reduced benefits in the future and-or responsibility for repaying sums overpaid to them as a result of a recently completed audit of their records by the VA.

Several veterans indicated they would appeal their individual cases.

Walt Klein, Armstrong's administrative assistant, offered to assist any veterans on a case-by-case basis in filing their appeals.

Veterans expressed several concerns, one of the major ones of which was that veterans who have been overpaid because of a failure of the VA to monitor properly or the school to certify properly are being asked to repay for no mistake of their own.

Another concern was the fact that veterans pursuing a certificate rather than a degree have believed themselves to be eligible for benefits to which the VA now says they are not, as a result of the audit.

John Hand, assistant VA regional director, told the students that veterans were being asked to repay overpaid amounts because they were the ones who got the money, regardless of why the overpayment was made.

He also said that until the recent audit, the VA was not aware that the school was certifying students in certificate programs as pursuing associate degrees, "and we took the school's word for it."

In response to a suggestion from Klein, Hand agreed that in the future the VA would attempt to identify the specific reason for an overpayment when a veteran is notified that one has been made. The veterans had expressed a desire to know the reasons in order to formulate an appeal.

[From the Sun, Colorado Springs, Colo., May 9, 1976]

HART PLEDGES ANSWERS TO VETS CHECK PROBLEMS

The issue of Veterans Administration (VA) benefit overpayment to El Paso Community College (EPCC) veterans will get the attention of Sen. Gary Hart's, D-Colorado, office.

Hart told a handful of veterans Saturday he and his staff "would do everything we can to straighten this problem out."

The VA conducted an audit last month of the school's records to see if EPCC courses were in compliance with federal regulations for benefit payment.

The audit revealed deficiencies in the school's program and now has ordered several hundred veterans, who had signed up for what they thought were approved courses, to pay back the money they received from the government.

At Saturday's meeting with Hart, the veterans said they enrolled in classes that were in the college catalogue and recommended in some cases by academic counselors.

"I took a course that was described in the catalog as being acceptable for veterans and now I find out it is not an approved course," one man said.

"Now they say I have to pay them back."

Veterans told Hart their efforts to get the matter cleared up with the regional VA office have failed.

Friday, John Hand, assistant director of the VA regional office told veterans gathered at question-and-answer session overpaid veterans would be the ones to pay back the excess amounts.

"The law mandates us to get the money from the person who got it," Hand said. "You got the money and now we're going to get it back from you."

Hart said after the meeting he didn't feel the VA was apparently handling the matter properly, if what the veterans said is true.

Hart told the veterans that people in the VA are "servants of the people" and do not have the right to treat veterans discourteously.

"I'm very unhappy with the way he (Hand) is handling this matter," Hart said. "Those of us who work for the people are supposed to treat the people with respect and I think that principal ought to be applied here."

"I don't know the man, but I think I may get to," Hart said.

Hart said his office would research the VA laws "to see what the Congressional intent was" and try to reach some agreement with the VA that would not burden students.

Hart has recently proposed legislation that would give individuals receiving benefits from the VA legal recourse if they were given a negative benefit decision.

The senator said the VA is the only agency which does not have an internal means of appeal or a procedure for taking the decision to court.

[From the Gazette Telegraph, Colorado Springs, Colo., May 9, 1976]

HART SAYS WILL AID EPCC STUDENTS IN VA DISPUTE

U.S. Sen. Gary Hart, D-Colo., told student veterans at El Paso Community College Saturday that he doesn't think veterans should pay for mistakes of the Veterans Administration or the college and will do what he can to see that they don't.

Hart met with the veterans on campus to listen to their concerns about recent VA rulings, particularly one which makes some students liable for repayment of sums overpaid to them through no fault of their own.

That ruling primarily affects students who enrolled in certificate, or non-degree, programs as full-time students, and were certified by the school as being eligible for full-time VA educational benefits.

As a result of a recently completed audit of veterans' enrollment records, by the VA, many certificate students have been notified that their course of study is not approved by VA as full-time and that the difference between full-time benefits and their actual entitlement will be collected from them. About 1,400 of the school's 3,000 veterans are affected by the ruling.

The veterans told Hart that they had met Friday with John Hand, assistant VA regional director from Denver, who told them that regardless of whose error caused the overpayment, the individual veteran would be responsible for repayment "because he or she got the money."

"That's ridiculous," Hart said.

Hart said he would meet with Hand or his superior, director Frank Newton, on Monday to hear the VA's side of the question, and meanwhile look into the laws and regulations governing overpayment of benefits.

He also said he would try to make some agreements, whether through the Denver regional office or headquarters in Washington, D.C., if necessary, to free students from the responsibility of repayments when the fault is not their own.

Hart explained a bill which he recently advanced in the U.S. Senate which would allow veterans to seek judicial review or appeal in such cases. Presently, the VA is exempt from judicial review, and a veteran who disagrees with a VA ruling or interpretation of law cannot appeal the matter to the courts.

The students explained that the process through which certificate students have been certified as eligible for full-time benefits has prevailed at the school for as long as the school has been certifying veterans.

They questioned why the error had not been caught by the VA prior to the April audit, and further questioned why policy changes should occur mid-quarter and retroactive, rather than becoming effective at the start of the summer quarter.

Certificate students, the veterans said, had enrolled for full-time courses, according to the college, in good faith that they were meeting all VA requirements for benefit eligibility. In the middle of the quarter, after many had received their benefits, they found they had not been in compliance and that the VA would get the money back, either by deducting it from future payments or some other way.

Hart said he felt that "If you did what you were told to do, and lived up to that, you shouldn't have to pay one cent of it back."

[From the El Paso Community College, Colorado Springs, Colo., May 10, 1976]

VET FINANCIAL POLICY CHANGES

(By Don Hanshaw)

Some EPCC veterans' pocketbooks may be lighter because of recent changes made in certifying courses for VA benefits.

The areas of immediate concern to veterans are these certified programs paid for by VA on the basis of contract hours rather than quarter hours and bi-quarter certification.

Ed Webb, president of EPCC veterans association gave a warning to vets.

"Veterans should be aware of these new policy changes if they want to maintain their VA benefits," he said.

Webb said veterans in some contract programs will be hurt financially.

"In some certificate programs there are not enough courses offered to obtain full-time," Webb said. "This means it will be impossible for some veterans to be paid full-time VA benefits."

Webb mentioned the fact that some veterans in contract courses may be late in receiving their pay from VA.

"Due to the delay in receiving approval for the 75-76 catalog, some courses have not been approved for VA benefits," Webb said. "However, when these courses are approved, these veterans involved will receive pay retroactive to January 5, 1976."

Webb also voiced his concern over changes that will effect bi-quarter certification.

"In order to maintain full-time pay, veterans must take at least five credit hours in each bi-quarter," he said.

Webb says this constitutes a major change from past rules. In the past, veterans could take 12 credit hours in one bi-quarter and receive full-time pay for the whole quarter. This will no longer be approved by VA.

"Veterans should keep this in mind when registering for the upcoming summer quarter," Webb said.

Webb says this constitutes a major change from past rules. In the past, veterans could take 12 credit hours in one bi-quarter and receive full-time pay for the whole quarter. This will no longer be approved by VA.

[From the Milwaukee Journal, Milwaukee, Wis., May 10, 1976]

SETTING IT STRAIGHT

The Milwaukee Journal incorrectly reported April 22 that the Veterans Administration had overpaid $1.4 billion in VA educational benefits to 159 schools, including four in Wisconsin. The story cited a General Accounting Office report to a Senate Appropriations Subcommittee.

The VA pays benefits only to veterans and their dependents, not to schools. The story should have stated that the overpayments dealt with in the report were overpayments to veterans.

The 159 schools in the report, including the four in Wisconsin, were on a list of schools submitted by the VA to the subcommittee as schools with problems. The story pointed out that the four Wisconsin schools—Gran-Aire of Milwaukee, the Wisconsin Indianhead Technical Institute of Ashland, Rhinelander Aviation and the Fox Valley Technical Institute of Appleton—were cited for inadequate record keeping.

The story also stated that an action to suspend payments to Indianhead was pending. John D. Bunger, director of the regional VA office in Milwaukee, said the VA had never begun an action to suspend payments to all veterans at any Wisconsin school.

Bunger had stated earlier that the deficiencies found with the four Wisconsin schools "were not major." The Journal story quoted a VA spokesman in Washington as stating:

"The fact that a school appears on the list is not an indication of wrongdoing."

[From the Sun, Colorado Springs, Colo., May 13, 1976]

FBI PROBING PAYMENTS TO VETS AT EPCC

(By Norman Draper)

The overpayment of educational benefits to veterans attending El Paso Community College (EPCC) has come under the scrutiny of the FBI, according to FBI and Veterans Administration (VA) spokesmen.

An investigation by the FBI into the matter began as early as two months ago, according to Ted Rosack, the agent in charge of the FBI's Denver office.

Rosack said the agency was investigating possible cases in which EPCC veterans fraudulently obtained VA benefits.

Neither Rosack nor VA Colorado director Frank Newton, who confirmed that the investigation was being made, would disclose exactly who was being investigated or the results of the investigation so far.

"If there were any fraud cases identified, it would be inappropriate for us to make any comment since these cases are required to be referred to the Justice Department for investigation," he said. "No comment should be forthcoming from anyone until the investigation is completed."

Rosack said that, to the best of his knowledge, EPCC was the only case of veterans overpayments in the state currently being investigated by the FBI. He said results of the investigation—which is being handled through the FBI's Colorado Springs Office—would be turned over to the U.S. Attorney in Denver.

Rosack would not speculate as to when the investigation would be completed.

EPCC President Donald McInnis would not comment on the investigation.

A VA audit of EPCC that was completed in April disclosed that between 40 and 60 per cent of VA payments were in error. Many of those resulted in veterans attending the college receiving more benefits than they were entitled to.

The VA has announced its intention of recovering the money by deducting the excess amounts from the future checks of the overpaid veterans.

Many veterans have complained that they were incorrectly advised by the college concerning the benefits they could receive. The college, in turn, has cited the difficulty in interpreting VA benefit certification guidelines as the primary cause of the mixup.

[From the Stars and Stripes-The National Tribune, May 13, 1976]

NACV RESPONDS TO VA PROPOSED CHANGES

(Ramon R. Craig, Executive Vice President, National Association of Concerned Veterans)

ADMINISTRATOR [217A],
Veterans Administration,
Washington, D.C.

DEAR SIRS: In response to veterans education 38 CFR part 21, measurement of courses; other technical changes, I have the following comments:

§ 21.4272 Collegiate Undergraduate; credit-hour basis, subsection (b)(3) Degree courses: non-accredited.

The first point I would like to draw to your attention is that this subsection is so discriminatory that it is irresponsible to the VA and border lines on ludicrous. How can the VA say that one letter from a state university is as good as three from other than state supported institutions? The quality of the education a student receives is not measured on the type of institution of higher learning the student is attending, but from the instruction given to the student. If one letter from a state supported university is sufficient to qualify under this section, then one letter from a private college, university, or school (that is accredited at the college level) should also suffice! This author has attended two state supported institutions of higher learning and one non-state supported; the quality of instruction depended solely on the instructor, not on whether the school was public or private. There seems to be an underlying message here that private education is less than what it is in a tax supported educational institution, and I take issue with that point. Private education fulfills a great need in this country as it has for over 200 years. The first collegiate institution in this country was not a state university. Would one letter from a state college be sufficient to qualify? There is a difference between the requirements of being a college and being a university. Or is the VA discriminating between a state college and a state university also?

The second point in question comes from the second line where it says full members. What is the VA's definition of "full"? Since full member is an adjective, checking under "full" in Webster's New Collegiate Dictionary, 1974 edition, on page 464 I find many definitions of the word full, a few of which are: "having all distinguishing characteristics"; "enjoying all authorized rights and privileges"; "not lacking in any essential"; "possessing or containing a great number or amount"; "rich in experience". However, under noun and adjective there are two definitions that are the same: "being at the highest or greatest degree". I feel this must be the VA's definition even though it is not stated. It is implied that the full members must be accredited as a junior or senior college. If this interpretation is in error, please inform me, giving the correct interpretation.

The third point I would like to make is the point of arrogance when the VA states that "a school certifies that credits have been accepted on transfer at full value without reservation"! I do not believe any ethical school will state they would accept credits from any other school without reservation. It is not uncommon for a student to transfer from one state supported school and not transfer all credits! It would be unlikely to get a letter from the president of a state supported institution that they would accept credits without reservation from another state institution even if the curriculum was similar in nature. Yet the VA is expecting a state university to put in writing that they would accept without reservation credits at full value from a private educational institution!

My fourth point is why do these transfer credits have to go towards a baccalaureate or higher degree? There is no provision here for a student who has to transfer from one two year college to another two year college that does not or could not award a baccalaureate degree.

The fifth point is: The transfer of credits should apply to at least 40 percent of the subjects within each curriculum desired to be measured on a credit-hour basis. This is a reasonable percentile. However, it is unclear when it stated for at least three students within the past five years . . . Is that three students total, or three students to each of the three institutions of higher learning who have given letters to the school that is not offering a standard college degree? It would therefore mean a total of nine students, implying again that three students could be accepted at a state university, but a school that is not state supported is six times below the level of the instruction of a state university. This is unbelievably discriminatory and ridiculous!

The sixth and last point is only regional accrediting associations are spoken of in this purposed change. Has the VA forgotten they have recognized AICS as the same level in candidacy status?

In summation, I feel I have a good understanding of VA matters when it comes to education. I know that the intent of this change is to narrow the scope of schools operating on the "three letter route". Should a school which is located in Mississippi have letters from Washington State, Iowa, and Maine? Chances are students from Mississippi probably will never transfer to one of those states. But is this really in violation of the intent and spirit of the law? I think not. Those schools have stated they would accept the students from Mississippi, so why can't that school train veterans and eligible persons on the credit-hour?

I am also ware that HEW has their purposed changes already as their policy. I have to say that I disagree with the past president of my Alma Mater and his policy. Why must a veteran be enrolled in a program which leads to a standard college degree in order to go to school on the credit hour? Is this country so hung up on the fact that a person must have a standard college degree or be punished by attending classes on the clock hour? Are we establishing a "classest society"? There are far too many people now who have college degrees and cannot find work. What if a veteran wants to go to a good two year degree granting business college, why should he have to go 25 hours a week when the local community college (with probably very similar curriculum) is only going 12 hours a week for the same educational benefits? The same holds true for technical and trade schools. This country does not need everyone to have a "standard college degree", it needs people with a marketable skill!

Another point I woud like to bring out is the fact that the government seems to be trying to force free enterprise education out of business altogether. The government keeps coming up with ever changing regulations in the name of "quality education" when in fact it is an encroachment on state rights. This country is moving constantly toward government controlled education. It is hard to believe our forefathers would tell us this is what they had in mind when they drafted the fourteenth amendment. Has the VA forgotten that a two year degree is a terminal degree for those who want it to be? They don't want to continue on towards a four year degree. With this new purposed change they and the school will be punished unless the school can prove transfer of graduates or transfer students to schools who will accept them and their credits without reservation!

Since PL–93-508 passed on December 3, 1974, much confusion has come about on just what is a standard college degree. Even today, I can tell the VA where there is a difference of opinions between the VA Central office's interpretation and a state approval agency's interpretation. Most SAA and schools now know, however, that a standard college degree is an institution of higher learning that has degree granting authority under its state law, and the institution must be accredited by a regional accreditation association, AICS or some other accrediting association recognized by the OE to accredit specialized degree level programs. Since there are now so many schools moving towards these new goals that government has placed on them, the government should give these schools a reasonable amount of time to comply. Since it is not uncommon for a school to take at least a year to go through the initial stages of self study and inspections for candidacy status, I feel that a reasonable amount of time should be a minimum of one year to a maximum of two years, due to the number of schools that are moving towards these goals. To ask or impose more government regulations on private education is unreasonable if these regulations are to be changed at all.

I hope the VA will accept these comments in the spirit in which they are given, which is out of concern for the veteran who is not attending a public institution, constructive criticism, and most of all, out of total frustration to another change in educational policy by the VA.

[From the Sun, Colorado Springs, Colo., May 14, 1976]

TEACHERS REPORTEDLY ENROLLED IN OWN CLASSES—FBI PROBING EPCC INSTRUCTORS IN VA FRAUD CASE

(By Norman Draper)

Allegations that several El Paso Community College (EPCC) instructors fraudulently obtained benefits from the Veterans Administration (VA) are being investigated by the FBI, EPCC president Donald W. McInnis said Thursday.

McInnis said these teachers reportedly received benefits for enrolling in their own classes.

McInnis' statement comes in the wake of a disclosure by the FBI's Denver office that since March the agency has been investigating reported cases of fraud in obtaining benefits through the college.

In some cases, instructors at the college had been permitted in the past to receive credit for courses they taught, McInnis said.

This practice was allowed for some vocational instructors who did not have college credits for the courses they were teaching, McInnis added. He said he had discontinued the practice as soon as he learned about it.

Results of the FBI probe will be turned over to the U.S. Attorney in Denver, according to Ted Rosack, the agent in charge of the FBI's Denver office. Rosack said he did not know whether charges would be filed as a result of the investigation.

McInnis said an FBI investigator had the transcripts of two EPCC instructors with him when he spoke with him several weeks ago.

The investigation is only one of a number of ramifications stemming from mistakes made in certifying a number of veterans at EPCC for their benefits.

Overpayments made to college veterans by the VA will, in many cases, come out of the veterans' future benefits checks, according to VA spokesmen.

VA officials discovered the mistakes while conducting a complete audit of the records kept by the college for its veterans.

The problems experienced by EPCC in certifying its veterans could be symptomatic of faulty certification in two-year colleges throughout the state, VA officials said. Frank Newton, director of the VA regional office for Colorado, felt the VA might encounter the same problems when it audits the records of other community colleges in Colorado.

Newton said community college's open door policies and the lack of definite standards for the students often contributed to the problem.

John Hand, regional office assistant director, said these colleges sometimes try to make things easier for their veterans by relaxing the guidelines for certification.

The problem is not confined to the state, Newton said. He cited the case of the University of Minnesota, where benefit payments to more than 10,000 veterans were suspended because of certification foulups.

The VA is now required to conduct audits of all institutions of high learning in the state, Newton said. This year's survey should be completed by June 30.

The two other local institutions of higher learning, University of Colorado at Colorado Springs and Colorado College will probably have nothing to worry about, Newton said.

"We just don't have these problems at four-year institutions of higher learning," he said. "They have excellent recordkeeping."

Before the VA was required to conduct audits, the State Approving Agency, part of the State Bureau for Community Colleges and Occupational Education, was required to keep tabs on the state's institutions of higher learning to insure they were following VA certification guidelines, Newton said.

He said these studies had uncovered no incorrect procedures at EPCC.

[From the Denver Post, Denver, Colo., May 14, 1976]

FBI Probing Fund Payment to Instructors

Colorado Springs.—The FBI is investigating allegations some instructors at El Paso Community College (EPCC) received benefits fraudulently in the past from the Veterans Administration, the college president said Thursday.

Dr. Donald W. McInnis said the instructors are alleged to have received VA payments for teaching their own courses at the college.

McInnis, who became head of the college last July, said some instructors had been permitted in the past to receive college credit for courses they taught. The EPCC president said he stopped the practice as soon as he learned of it.

McInnis said an FBI agent had the transcript of two EPCC instructors with him when the agent visited his office last month.

McInnis, who became head of the Denver College apparently began its investigation as a result of the VA investigation into benefits paid to more than 4,000 veterans enrolled at the college under the GI Bill.

Helen Anderson, EPCC public information officer, said the college "welcomed the audit" by the VA regional office in Denver. Mrs. Anderson said the audit has been completed and college officials are awaiting a report.

She said it appears overpayments may have been made to students enrolled in certificated courses at the college. The VA, she said, has ruled students in certificated programs must spend 30 hours in a classroom or laboratory to receive credit and benefits for the course.

This contrasts, Mrs. Anderson said, with other students at the college who receive full benefits for taking 12 credit hours.

"The ruling that these students be certified on the basis of clock hours instead of credit hours seems unreasonable to the college," Mrs. Anderson stated.

Veterans at the college held a rally at the school last week to protest reports many of them will be required to repay the VA regional office for alleged overpayments.

A spokesman for an organized group of veterans at the college said the group plans to hire an attorney and seek a court injunction to halt any action by the VA to demand repayment of tuition and subsistence money.

[From the Sun, Colorado Springs, Colo., May 15, 1976]

VA SCANDAL PART OF NATIONAL PROBLEM

The thousands of dollars in overpayment of benefits to El Paso Community College (EPCC) student veterans is only the local tip of a $1.4 billion national problem, according to Veterans Administration officials.

Veterans, who have kept repeating the same course to win the educational benefits, others who have failed to advise federal officials of a change in their student status and instructors, who have signed up for their own courses have taken the federal treasury for $446 million in the past year, according to Chuck Lucas, national VA information officer.

That is up from $269 million the previous year and the total for the past five years is $1.4 billion, according to Lucas.

"We're very upset about it because there's a lot of money involved," Lucas said.

The problem came to light locally after EPCC asked the VA to audit 490 cases of the 4,000 veterans recent overpayment errors, school officials said.

An audit of all of the veterans attending the school turned up hundreds of errors. "The error was the norm rather than the other way around," Helen Anderson, public affairs director, said. In the past five years more than 15 of every $100 which was paid to veterans for college benefits was an overpayment error, Lucas said.

Several persons associated with the veterans' office at EPCC were dismissed after the school launched its investigation, but there has not been any specific connection to the overpayment scandal.

Friday, a spokesman from Sen. Gary Hart's office in Denver said the senator had written VA Director Richard Roudebush asking the VA not to hold student veterans liable for overpayment of educational benefits.

In the letter, Hart requested repayment of benefits be waived on a case-by-case basis "for those veterans who entered the program in good faith having fulfilled all VA course and attendance requirements and acted without fraudulent intent."

"I do not believe these veterans should suffer personally because of an error that is not of their own making," Hart said in the letter.

Hart emphasized that he does not support the fraudulent misuse of veterans educational benefits.

The FBI has entered the investigation to check if there was an intent by anyone to defraud the government.

And meanwhile the veterans, who have been advised they might be billed for the overpayments, have appealed the situation to their congressmen and have launched a legal defense fund to fight that course of action.

According to Lucas most of the problems nationally are being caused by two-year colleges, not four-year institutions. He said the low tuitions at the schools probably attract a higher percentage of students who are more interested in getting their benefit checks than in getting an education.

He also said that non-punitive grading systems and open door enrollments contributed to the problem.

[From the El Paso Community College News, Colorado Springs, Colo., May 17, 1976]

ANGRY VETS DEMOLISH CAR IN PROTEST

With signs indicating resentment of VA treatment held high above their heads, EPCC veterans gathered in Bancroft Park during a recent bicentennial celebration to march in protest against VA policy changes.

The enraged veterans marched in a circle while members of the state legislature watched actors on stage re-enact the original meeting of the state's legislation in 1862.

Specifically, the protest began because of recent changes made in VA policy concerning veterans in certificate programs. Some veterans will not be allowed to draw full VA benefits because of these policy changes.

Bob Keller, newly elected president of EPCC veterans association, said the protest helped the state legislators become aware of our problems.

"The reason for the protest," Keller said, "was that the state legislators were present at the celebration and we could make them aware of our problem, and to let them know that there are problems at EPCC."

Keller felt the veterans were effective in getting their point across.

"We felt the protest was effective because of large coverage by local television and radio stations and the newspapers," he said.

Veteran Charles Stasenka, a student in mathematics and science and a participant in the march, said he was protesting because he felt EPCC veteran's representatives advised veterans incorrectly and VA standards are incorrect.

"The main reasons are VA standards are interpreted wrong by the college," Stasenka said, "and VA hasn't come out with complete information for veterans as to what they should know."

Stasenka stressed the fact he was not affected by the new ruling yet. But he joined the protest because he thought the policy changes were a bad deal for veterans, the college and VA.

Another veteran who marched at Bancroft, Marvin Matthews, a student in auto body, gave a different reason for protesting.

"I'm protesting," Matthews said because of the fact that VA and EPCC came down on a day's notice saying they're going to take back portions of our benefits because we're in a certificate program and not going for an associate degree."

According to Keller, the veterans plan to continue the battle in the future.

[From the Denver Post, Denver, Colo., May 17, 1976]

SKETCHBOOK

(By Patrick A. McGuire)

TO FUDGE OR NOT TO FUDGE

Don Abbott just turned 67. When he got out of the Army a few years back after a 25-year career, he decided he'd rather wear out than rust out.

So he began assaulting life with a zest that is becoming a trend in elderly people today. He walks four miles to work and back every day, not so much because he likes it, but because it keeps the blood flowing. When he gets to the office, he takes off his shoes and pads around in his socks because his feet hurt.

He works with the elderly for the Colorado Congress of Senior Organizations, helping people like himself solve their problems. "You know," he says "it's a youth-oriented society. The minute you turn 40, they start taking two looks at you."

A few weeks ago Don applied to the Veteran's Administration for educational benefits. He wanted to take college courses in Spanish, to make it easier to talk with the many Spanish speaking clients he has, and Reading Comprehension, so he could better understand the volumes of official reports he faces daily.

"Ninety-nine per cent of the old people in college get their degrees for the satisfaction of it," he said. "They spend full time at it. Well, I couldn't carry that many hours with my full time job. I just wanted these two courses. I didn't want a degree."

But the VA wasn't swayed by Don's explanation. They rejected his application because he hadn't listed his educational goal. He hadn't told them what kind of a degree he wanted.

Don sat down and wrote another letter. So did his boss. So did his boss's boss. They were all behind him, praising his initiative and his potential, and underlining the necessity that he take the courses for betterment of his work.

But it didn't work. Again the VA rejected his request, repeating the requirement that Don list his educational goal. What kind of degree did he have in mind?

"They probably don't have a 67-year-old come in for education benefits every day," Don said. "For a young fella, just starting out, this would be a logical request. For a 67-year-old man, it's absurd."

So Don dug down into his Army pension and came up with $168 of his own money for the courses. He was that determined.

His fixed pension income is already halved through payments to his divorced wife, and the hefty tuition charge to Metro State College "cut like a knife."

But Don's boss wasn't finished. Mrs. Nitia Pachak, director of the Senior Congress, wrote the VA: "It is our philosophy that older persons are not to be relegated to the scrap heap . . . Certainly it is not reasonable to ask this man to identify what he is going to be when he grows up."

At the VA, assistant director John Hand insists, "We want to help him. But he's sort of got us hamstrung."

According to Hand, all Don has to do is go to Metro, find a course of study that has Spanish and Reading Comprehension in it and leads to a degree, sign up, take the Spanish and Reading courses and then drop out.

"Nobody's going to blame him" for dropping out, says Hand. But he just can't list courses. We can't change the regulations. We want to help him, but he has a certain principle he feels he can't change."

And that principle? "It would be an out-and-out lie," says Don. "It's just like the Army. You put something through because the regulations say so. If you put down what's actually occurring, you get in trouble. I don't want a degree. It would be a dirty, rotten lie to say I did."

"It's an outrage," says his boss, Mrs. Pachak. "I know a lot of kids who are vets who are in college just killing time. Here's a man who is dead serious and he can't afford those courses and he gets up against a brick wall. He just wasn't going to lie and say he was going for a degree."

It's not a big, heinous lie, like blaming your brother for hitting your sister. It's a little bitty lie, the kind where if you stand at a certain angle and squint real hard it doesn't even look like a lie at all.

There's a feeling among those who care for the elderly that if you tell someone they're unneeded after 65, they start to believe it. They start dying the day they retire.

It's not that dying is a conscious effort, but that living is such a hassle. It's such a fight at a time when a lot of the steam isn't there.

Not only has Don Abbott still got the gumption to survive, he's still got the nerve to know what's truth and what isn't. But it cost him. Some of the best things in life aren't free after all.

[From the El Paso Community College, Colorado Springs, Colo., May 17, 1976]

DILEMMA—VA APPROVED PROGRAMS AND ENTITLEMENT DEADLINES

A veteran asked a key question at a meeting of VA officials, EPCC and veterans, Friday, May 7. The veteran had tried to enroll as an associate degree student in automotives but was unable to get into that overcrowded field so he switched his major to Recreational Vehicle, a certificate program on which approval was pending for benefits under the G.I. bill.

He asked what action he should have taken faced with the overcrowded situation in his chosen major.

"If you can't get into the program you want at EPCC then go to another school," the VA representative told him.

"I can't do that," the veteran answered. "I can't uproot my family or commute hundreds of miles. My entitlement will run out in another year or so. Should I give up my entitlement?"

"A lot of veterans have to do that," the VA representative said amid boos and groans from the assembled veterans.

[From the El Paso Community College Newsletter, Colorado Springs, Colo., May 17, 1976]

FBI INVESTIGATION

Dr. Don McInnis, president, said today that an FBI investigation which was reported in the Colorado Springs Sun Thursday, May 13, involves a few faculty members who allegedly enrolled in their own classes and received veterans benefits. Dr. McInnis stated that in the past instructors were permitted by the college to test out of their own classes in some occupational programs in which they were experts based on on-the-job training programs and work experience but in which they did not have college credit.

"I considered this practice inadvisable and put a stop to it as soon as I learned about it last fall," Dr. McInnis reports. The FBI investigation centers on a few such cases. There are no instructors enrolled in their own classes at the present time.

"I did not plan to release information concerning specific cases of alleged fraud but I decided to make this announcement to allay the anxieties of our veteran students who may have read the report in the Sun and concluded that the FBI was currently involved in the spring audit of student records conducted by the Veterans Administration."

"When the FBI investigator spoke to me several weeks ago he had with him the transcripts of two EPCC instructors," McInnis concluded.

[From the Army Times, May 17, 1976]

HEARING TOLD OF FRAUDS—GI BILL OVERPAYMENTS HIT $1 BILLION

WASHINGTON.—Inadequate records, false reporting, fraud and Veterans Administration errors have caused the U.S. to make nearly $1 billion in overpayments to GI Bill college and trade school students, VA witnesses say.

Rufus Wilson, chief benefits director for the VA, told the House Veterans Affairs Committee he blames most of the problems on lax enrollment policies at schools which permit students to sign up for training they are not qualified to take. He also cited loose grading practices which permit students to withdraw from a course late in a term rather than get a failing grade and lax attendance reporting which makes it difficult to verify a student's participation.

Wilson acknowledges that the VA was partly to blame for not establishing specific performance measures which would guarantee that students are actually making progress toward a degree or other qualification. Now VA is demanding the establishment of such standards and immediate reporting by the school of any student not making progress.

Some specific abuses alleged by VA are:

Community colleges in California have been giving credit for off-campus work not associated with the courses being taken. One such student was a VA file clerk who was given credit for his full-time employment at the VA.

At Friendship Junior College in South Carolina, a group of staff members enrolled 90 vets for tutoring and divided the tutoring payments among staffers and three students. Only 40 students received any tutoring and that was done in groups, not individually as the law requires. After they collected $11,760 from the VA two of the staff members were indicted. One was convicted.

At Arizona Western College in Yuma, several instructors were found to have enrolled in their own classes to get vets benefits. The practice was discovered when one of them gave himself a grade high enough to put him on the dean's list.

A barber college in Chicago reported 1367 vets enrolled but no more than 50 ever registered. A federal grand jury is investigating.

At Lawson Community College in Alabama a VA survey team could not locate 400 of the 893 records for veterans supposedly attending the school. Many students being reported by the school in full-time status were attending less than half-time. Fifty-eight veterans drawing payments for attending the school had never attended. Estimated overpayments for Lawson are $3,750,000, VA said. Students there told the VA investigators that anyone can get a passing grade in all courses by paying $50 to the right person.

A survey at Federal City College in Washington, D.C., uncovered 1092 cases of overpayment averaging $958 per case. Because the overpayments result from allegedly faulty school procedures VA is holding the institution liable for $1 million.

The VA is asking Congress for legislation to tighten control over payments. To insure that vets advance as quickly as possible toward their educational goals it wants a definite period set, such as two years for an associate degree, for attainment of the goal.

The VA also is asking Congress to permit it to withhold payment for courses from which a student withdraws without a grade or which do not contribute directly to the attainment of the educational goal.

In VA's view, courses which combine resident and correspondence instruction frequently are worthless. The agency is asking Congress to consider forbidding payment for the correspondence portion of such courses.

[From the Federal Times, May 17, 1976]

OFFICIAL BLAMES SCHOOL LAXITY FOR LOSSES—ALARMING WASTE IN VA TRAINING

(By Phil Stevens)

Veterans Administration witnesses are continuing to tell the House Veterans Affairs Committee an alarming story of inadequate records-keeping, false reporting and outright fraud that have caused that agency to issue almost $1 billion in overpayments to veterans enrolled in colleges and trade schools.

Rufus Wilson, chief benefits director for VA, blames most of the problem on lax enrollment policies at schools that permit students to sign up for training they are not qualified to take, loose grading practices, which let students withdraw from a course late in a term rather than get failing grades and very lax attendance reporting, which makes it difficult to verify a student's participation.

Wilson acknowledged that VA was partially to blame for not establishing specific performance measures to guarantee that students are actually making progress toward the degree or qualification they are supposed to be seeking. VA now is demanding establishment of standards and the immediate reporting by the school of any student not making progress.

Some of the abuses that VA has found are:

Community Colleges in California have been giving credit for off-campus work not associated with the course being taken. (One such student was a VA file clerk who was given credit for his full-time employment at VA.)

At Friendship Junior College in South Carolina a group of staff members signed up 90 veterans for special tutoring and split the payments for this among themselves and three of the students. Only 40 students ever received any tutorial help and that was done in groups, not individually as the law requires. After they collected $11,760 from the VA, two of the staff members were indicted and one was convicted.

At Arizona Western College, Yuma, several instructors were found to have enrolled in their own classes to get veterans benefits. The practice was discovered when one gave himself a grade high enough to put him on the Dean's List.

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At Lawson Community College in Alabama a VA survey team could not locate 400 of the 893 records for veterans supposedly attending the school. Many students reported as full-time were in fact attending less than one-half time. Fifty-eight veterans drawing payments for attending never attended at all. Estimated overpayments for that school alone are $3,750,000. Students there told VA investigators that anyone could get passing grade in all courses by paying $50 to the right person.

A survey at Federal City College in Washington, D.C. uncovered 1092 cases of overpayment averaging $958 per case. Since the overpayments were due to faulty school processing procedures, VA is holding the institution liable for a debt to the Treasury of $1,026,000.

The Veterans Administration is asking Congress for legislation to assist in tightening up control over payments. To insure that veterans move as quickly as possible toward their educational goals a definite time-span would be set, such as two years for an associate degree.

VA also is asking Congress to permit it to withhold payment for courses from which a student withdraws without a grade or which do not contribute directly to the attainment of the educational goal.

In the view of VA, courses that combine resident and correspondence instruction frequently are worthless. The agency is asking Congress to consider forbidding payment for the correspondence portion of the course.

[From the Salem Oregon, Capital Journal, May 19, 1976]

VETS OWE STATE A BUNDLE

(By Paul Jacobs)

The Veterans Administration is trying to collect $7 million from 11,000 Oregon veterans, all of whom have received more money than they are entitled to in pension, compensation and education benefits.

Attempts to collect the overpayments are part of a new emphasis in national policy, according to Donna Arndt, director of the Veterans Administration regional office in Portland. The office's 225 employes do the paper work for all Oregon veterans.

Overpayment to veterans who are receiving educational assistance has become a national problem, Sen. Vance Hartke said Tuesday. He attributed the problem to the lack of education specialists in the Veterans Administration.

Hartke, who chairs the Veterans Affairs Committee, said that the VA has 1,677 fewer employes to handle education benefits than required by the 1974 GI Bill. The law requires that one veterans' representative be hired for each 500 veterans enrolled in school. Hartke said that overpayments in GI education benefits have become "a billion dollar problem."

Ms. Arndt had no specific figure for the amount of overpayment of educational benefits to Oregon veterans. There are now about 22,000 veterans enrolled in school and receiving help from the VA, she said. The Oregon office has only 22 veterans' representatives—half the number that would be required under the 1974 law.

When veterans drop out of school or reduce the number of courses they are taking, they lose all or part of their GI benefits. But schools are often slow to report changes in the status of their students and the VA checks continue, Ms. Arndt said. Her office is working with schools to speed up reports on veterans.

In education benefits alone, the VA in fiscal year 1975 sent out $220 million in overpayments nationally, Ms. Arndt said.

[From the Anchorage Times, Anchorage, Alaska, May 19, 1976]

OVERPAYMENTS ARE PROBLEM

WASHINGTON (AP).—Widespread overpayments of education benefits to veterans are partially the result of a lack of education specialists in * * * Sen. Vance Hartke said yesterday.

Hartke said a survey made by the General Accounting Office at his request as chairman of the Veterans Affairs Committee called overpayments a "billion dollar program."

The measure enacted into law over President Ford's veto contained a provision requiring the assignment of a veteran's representative for each 500 veterans enrolled in school, Hartke, a Democrat from Indiana, noted.

The veterans' representatives were to be stationed on school campuses or at VA offices with responsibility for identifying and resolving various VA educational assistance allowance problems, he said.

The VA has said it made overpayments of over $600 million in the past year but is recovering about 79 per cent. It blames overpayments on veterans dropping out of school or reducing their time in school without reporting it to the VA or the school reporting it.

[From the Indianapolis Star, May 19, 1976]

SHORTAGE OF V.A. 'VET REPS' MAY COST BILLIONS: HARTKE

(The Star's Washington Bureau)

WASHINGTON.—The Veterans Administration may have been "millions wise and billions foolish" in holding down expenditure for education specialists, Senator Vance Hartke (D-Ind.) said yesterday.

Hartke, chairman of the Senate Veterans Committee, said a General Accounting Office survey he requested shows the V.A. was understaffed by 1,677 persons the staff required under the 1974 G.I. bill to handle education problems.

The GAO said the result may have been billions of dollars of overpayments to G.I. students.

Hartke said the 1974 law called for assignment of a V.A. representative for every 500 G.I. students enrolled in school. These "vet reps" were to be stationed on campuses or in V.A. offices in direct support positions with responsibility for identifying and resolving various V.A. educational assistance allowance problems.

The V.A.'s failure to assign sufficient "vet reps" may be "significantly impairing the ability of the government to prevent and correct abuses causing substantial V.A. overpayments," Hartke said.

Hartke added: "The administration's refusal to commit $30 million for these V.A. personnel is particularly foolish when we are faced with massive V.A. overpayments which the General Accounting Office terms 'a billion-dollar problem.' "

The Hoosier said the GAO survey indicated school enrollment figures required the assignment of 2,965 veterans representatives for the nearly 1.5 million veteran students. There were, however, only 1,288 "vet reps," or 1,677 fewer than required by law, Hartke said.

The senator said the V.A. has failed to request the $30 million from Congress needed to comply with the law.

"This is another classic case of being penny wise and dollar foolish, which contributes to the public's growing disenchantment with the Federal government." Hartke said. "A relatively modest expenditure could have saved several hundred millions of dollars in improper payments."

[From the Washington Post, May 19, 1976]

VA FAULTED ON EDUCATION AID ABUSES

Failure to hire enough GI Bill troubleshooters has contributed to the widespread overpayment of education benefits to veterans, Chairman Vance Hartke (D-Ind.) of the Senate Veterans Affairs Committee said yesterday.

Hartke, citing a General Accounting Office survey, said the Veterans Administration should have hired or assigned 2,965 "veteran representatives" to spot and solve GI Bill problems among the nearly 1.5 million veterans at colleges and vocational schools.

He said the GAO survey found that the VA had 1,288 representatives stationed on campuses or in local VA offices. The 1974 GI Bill statute required that one representative be deployed for each 500 enrolled veterans.

Hartke said the Ford administration had failed to request $30 million to hire the additional 1,677 representatives needed to comply with the 1974 law.

He called that "particularly foolish when we are faced with massive VA overpayments which the General Accounting Office terms a 'billion-dollar problem.' "

The VA has acknowledged that overpayments of GI Bill benefits have totaled more than $600 million in the past year but claims that 79 per cent is being recovered. Overpayments have usually occurred when veterans continued to receive benefits after dropping out or reducing their time in school. Such changes are supposed to be reported to the VA.

[From the Sun, Colorado Springs, Colo., May 20, 1976]

EPCC MESS NEEDS FAIR DECISIONS

Somehow, in sorting through the mess of student veterans records at El Paso Community College, the Veterans Administration needs to make fair decisions on who should pay for the overpayment mistakes.

If the fault was careless and slipshod bookkeeping by the staff of the two-year school, then those individuals have a pretty good case for the school sharing the payback burden.

However, those cases where a student continually reregistered for the same course because it was an easy way to get veterans education benefits border on cheating the taxpayer. That individual should be required to give back the money he or she got.

Additionally, any instructor who was allowed to register for his own course and thus gain veterans benefits should be required to pay back that money.

Those individuals who didn't bother to inform the school or federal officials of a change in educational status also should be held accountable for their acts. They, too, should be required to pay back the extra monies received.

The idea behind veterans benefits is to help returning servicemen who have given of their time to their country to obtain an education to develop salable skills for the job market. It is not to underwrite a bunch of goof-offs so they can enjoy life at taxpayer expense for months while living on a government dole.

No one can say how many of the EPCC vets were simply taking advantage of a relatively poor administrative system and how many genuinely did not know they were being overpaid.

But it is obvious from national statistics that the veterans benefits overpayment scandal is one of the great rip-offs of the 1970s.

During the past five years, veterans have accepted $1.4 billion in overpayments on their educational benefits.

The loss has been doubling year by year, with the 1975 figure $446 million in tax monies paid out improperly to veterans allegedly seeking to get an education so they can compete better in the job market.

In our view this is a scandalous situation. It is demeaning and embarrassing for those honest veterans who want to properly use the benefits to further themselves.

And it is a sad commentary on the efficiency and ability of the Veterans Administration that they have been aware of the problem for five years, but the losses are still skyrocketing.

The loss of $1.4 billion in taxpayer funds is a startling indictment of the VA. The system obviously ought to be revamped, and the individuals responsible for the current situation ought to lose their jobs.

[From the Providence Journal, Providence, R.I., May 21, 1976]

JOHNSON AND WALES: WHERE BUSINESS TRAINING FOR VETS IS BIG BUSINESS

From the flashing neon sign on a college dorm to the intricate business arrangements of its administrator, Johnson and Wales is a different kind of college.

Recruited by advertising and "headhunting" bonuses, two thirds of its students are veterans who collect more than $1.5 million a month in G.I. Bill benefits. Astronomical growth has brought the school—the second largest in the state—under the intense scrutiny of federal, state and accreditation officials, who question the quality of education offered.

Enterprising college officials also own a network of profit-making schools here and in four other states, and advise colleges in six other states how to grow in the same way Johnson and Wales has grown.

They also own a book publishing company with worldwide connections. Still other companies owned by college officials exist primarily to do business with the college.

Two Journal-Bulletin education writers have examined Johnson and Wales and the related businesses. The four-part series beginning today is based on dozens of interviews, and also on documents of the Veterans Administration, the state Department of Education, the Internal Revenue Service and other governmental agencies.

(By Carol J. Young and M. William Salganik)

"My mother-in-law even mortgaged her home so we could buy the school. For four years, the Triangolos and the Gaebes worked nights, days and weekends. I built furniture, cleaned typewriters, cleaned toilets, taught and worked in the office."—Morris J. W. Gaebe, president of Johnson and Wales College.

In 1947, Morris J. W. Gaebe and Edward P. Triangolo plunked down everything they had to buy Johnson and Wales, a small-time secretarial school with 125 students.

Johnson and Wales is now the second largest college in the state. Almost overnight, the school has become a big-time operation with an enrollment of nearly 10,000 students.

The school retains its link to the past, the training of secretaries. It also prepares students to be accountants, retailers, travel agents and hotel operators. And, in a major departure from business education, the college opened a highly-successful cooking school three years ago.

Most of all, however, Johnson and Wales is thriving because it has pulled in thousands of veterans for a special evening program in business management. These veterans, all eligible for G.I. Bill benefits, actually are making money by going to school.

The fortunes and lifestyles of the Gaebes and the Triangolos have changed as dramatically as the college itself.

Triangolo, now president emeritus and chairman of the Board of Trustees, retired in 1969 to a condominium in Vero Beach, Fla., where he indulges his passion for golf.

Gaebe, meanwhile, has remained in Rhode Island to preside over the college and growing business interests. His honors are many: Nixon appointment to a national student loan board; former president of a national association which accredits business schools; honorary degree from the University of Rome and memberships in many professional and civic groups.

Associates describe Gaebe as a Scoutmaster, a church leader, a workaholic and an affable man with a soft heart. Others view him as a tough administrator who is apt to fire a teacher who challenges his authority or to threaten a protesting student with academic "blacklisting."

To some, he is a clever educator who has made Johnson and Wales College adapt to the students it serves. To others, he is a shrewd businessman who has turned Johnson and Wales College into a fantastic "money machine."

Johnson and Wales is big. Its enrollment has zoomed past that of Bryant, Providence College, Brown and even Rhode Island College and Rhode Island Junior College to become second only to the University of Rhode Island. Gaebe says it is the largest business school in the world.

Johnson and Wales is making money. While other colleges have been suffering through the 1970s with austerity budgets and program cutbacks, Johnson and Wales has been expanding rapidly and amassing sizeable surpluses.

If Johnson and Wales were a business, it would have turned a 20 percent "profit" in 1973–74 and a 15 percent "profit" last year. Because it is a non-profit institution, its year-end balances—$800,000 in 1973–74 and $1 million last year—are called surpluses. A tax-exempt, non-profit college may have a surplus as long as the money is re-invested in the college itself and is not used for private gain.

"We are pretty much a no-frill institution and that's how we do it. We deliver in the classroom," says John A. Yena, vice president and Gaebe's loyal lieutenant, "We believe in break-even or better budgets. We teach business, remember?"

Johnson and Wales is bold. Change tends to occur at a snail-like pace in the academic world, but Johnson and Wales doesn't want to play by those rules. Officials spot trends early and plunge into action. They can move quickly because power is not diffused as it is on a more traditional campus.

Always looking for new ways to attract customers, the college was the first to recruit veterans, the first to offer a "get-your-degree-weekends" option and the first to push a "get-out-of-high-school-early" program.

"We have never been spoiled. We have had to work for an existence all our lives," the 56-year-old Gaebe says.

Preparing now for the time the veterans' "market" dries up, Johnson and Wales officials are eyeing the foreign "market" eagerly. A recruiter recently dispatched on a 60-day barnstorming tour to London, Rome, Copenhagen, Teheran, Hong Kong and Bangkok is expected to come back with at least 150 foreign students for next fall.

Johnson and Wales is different. Proud of its career-oriented courses and its emphasis on training students to do practical things, like speedread and balance their checkbooks, Johnson and Wales almost thumbs its nose at schools where students specialize in such subjects as Elizabethan poetry, rural sociology or urban politics.

The college moves aggressively because, unlike most colleges, it is not afraid to violate academic's traditional image. It throws bashes for politicians, high school guidance counselors and community leaders. Its recruiters work on a commission basis and the college will pay $20 a head to anyone who brings in a veteran. Madison Avenue techniques are applied to virtually everything the college does.

"Maybe it's educational snobbery, but I shudder when I see their ads in the paper," confides a faculty member from another campus.

Because Johnson and Wales is different, its stupendous growth has been relatively unobtrusive.

The main campus building—a former women's club fronted by a patch of greenery off Weybosset Street—looks much as it did when it was bought in 1962.

In fact, Johnson and Wales is the only college in Rhode Island that has never built a building. When it decided to go after out-of-state students in 1966, it simply recycled the old Crown Hotel as its first dormitory. This year, the old Dreyfus Hotel was purchased for the same purpose. The college's award-winning culinary arts school is located in the Providence shipyard in renovated buildings bought less than a year ago for $2.2 million.

Downtown investors, like Joseph Paolino, are delighted with Johnson and Wales. "Do we want to have our buildings boarded up? Think of the action, think of the bodies they are bringing into the city. They will have students living in the Dreyfus, buying coffee at Dunkin' Donuts and a hamburger at Haven Brothers. They have parents who come here to visit and take them out to dinner in the city."

Beyond its acquisitions, the college leases the space it needs. It rents two major buildings from a profit-making realty corporation controlled by college officials. It also rents about 100 classrooms in two downtown office buildings, two private schools and in six Catholic schools.

In a sense, Johnson and Wales even rents its faculty. Most colleges hire some part time instructors to supplement a regular full time teaching staff. But, a whopping 84 percent of the teachers at Johnson and Wales are part timers and moonlighters—people who can be hired cheaply, fired easily and pose virtually no threat of reviving the union movement crushed by Gaebe in a bitter 1968 strike.

Johnson and Wales teachers get $400 to $500 for teaching one 16-weeks course. Other colleges pay part time teachers about twice as much and full time teachers substantially more.

Above all else, Johnson and Wales practices what it teaches: business.

Administrators speak freely of potential students as "markets," of education as a "product," of other colleges as "competitors," and of themselves as "management."

"Our language may be a little bit bold," Yena says with a smile.

Despite having the lowest tuition of any private college in the state, Johnson and Wales is accumulating surpluses. Veterans in the night program pay $960 a year; full time day students have been paying $1,755 for three years, and culinary arts students pay $1,905, plus a $1,100 laboratory fee.

The hiring of part time instructors is a major factor in the college's low operating costs. But, Johnson and Wales rarely misses a chance to economize. This year it has put its culinary arts students to work in the campus dining halls—a move that combines the educational philosophy of practical student training with the business philosophy of keeping labor and overhead costs down whenever possible.

In much the same way Jordan Marsh watches Filene's, Johnson and Wales keeps tabs on what is competitors are doing. Yena says he gets a student to apply to about 100 schools each year so he can see what kinds of materials colleges are using to attract students.

"Some people call it research," Yena smiles. "We call it stealing."

Johnson and Wales is practical about everything—the way it expands, how and where it spends it money, and with the type of education it offers. But, it also is ready to entertain "crazy ideas."

Gaebe says the college has considered anchoring a used ocean liner off Fields Point to serve as a floating dormitory. Another J & W administrator says he would offer midnight classes for veterans who work strange shifts, if only he could find the faculty.

"You can give him (Gaebe) the most hare-brained, the most unrealistic ideas, and he'll smile and say, 'Let's think about that'," Yena says.

GOING "NON-PROFIT" WAS ROUTE TO PROSPERITY FOR COLLEGE

Going "non-profit" was the route to prosperity for both Johnson and Wales College and its owners, Morris J. W. Gaebe and Edward P. Triangolo.

The tansition took place in 1964 when Gaebe and Triangolo turned the profit-making school over to a non-profit corporation. The two men refuse to discuss the change, but the Journal-Bulletin has learned that the new corporation bought the school from Gaebe and Triangolo for a half million dollars.

Both Gaebe and Triangolo held—and still hold—seats on the corporation's board. At the time of the sale, they also were given long-term contracts to administer the school.

Although they sold the school, the men did not sell the two buildings in which the college operated. A realty corporation they controlled then—and still control now—owns the buildings. The buildings are rented to the college.

(Johnson and Wales College has bought other buildings since.)

The realty corporation is another subject Gaebe, the president of Johnson and Wales, and Triangolo, the chairman of the board and treasurer, do not want to discuss.

In the early 1960s when Johnson and Wales was still a profit-making school, Gaebe and Triangolo were each earning about $25,000 a year. After the salaries of the two owners, however, profits were minimal—less than $10,000 before taxes in 1963–64 and nothing the previous year.

Gaebe and Triangolo apparently decided that the school's greatest potential for growth rested with non-profit status, a move that would make the school eligible to tap federal education aid and also make it possible for the school to get state permission to grant degrees rather than just certificates.

So, the school was sold to a non-profit corporation and became tax-exempt.

The financial arrangements made when the school switched to non-profit status, the Journal-Bulletin has learned, gave the men an income of more than $65,000 a year each for 20 years.

The school's half-million-dollar sale price, plus five percent interest on the unpaid balance, was to be paid in semi-annual installments over 20 years. Each man received about $25,000 the year of the sale. Payments have decreased gradually since; the final payments in 1984 will give about $12,500 to each.

Triangolo was elected president and Gaebe vice-president. Each was given a 20-year contract at $26,000 a year. Triangolo apparently gave up the salary when he retired in 1969, but as chairman of the board and treasurer of the college corporation, he receives some compensation. In 1974–75, he got $5,200.

The two buildings housing the school were then—and continue to be now—owned by the Johnson and Wales Realty Corporation, a separate profit-making enterprise of which Gaebe and Triangolo are the only officers. The college's board agreed to leases through which the realty corporation clears $54,000 a year. In addition to rent, the college—not the realty corporation—pays all taxes, repairs, utility costs, building improvements, insurance and janitorial costs.

Plantations Hall, on Abbott Park Place off Weybosset Street, the college headquarters, was purchased by the realty corporation for $167,500 ($17,500 down and a $150,000 mortgage.) In six years, the realty corporation collected enough in rent ($30,000 a year, with the college paying all expenses) to pay off the purchase price. The payments for the remaining 14 years of the lease would, in effect, be profit.

Johnson Hall, diagonally across Pine Street from the back of Plantations Hall, was purchased by the realty corporation for $63,000 ($13,000 down and a $50,000 mortgage). In three years, the realty corporation collected enough in rent ($24,000 a year, with the college paying all expenses) to pay off the purchase price. The payments for the remaining seven years of the lease would, in effect, be profit.

Although guaranteeing no-risk (as long as the college remained in operation) profits for the realty corporation, the leases provide the college with space at a cost below that of many downtown rentals. College officials say there is nothing wrong with the unusual arrangement.

The switch to non-profit status worked out well for the college. It began attracting more students and showed a surplus of nearly $180,000 in its first year of non-profit operation. Its annual budget has grown from $400,000 in its last year as a profit-making school to nearly $7 million last year.

The college has continued to grow. In the past two years, the school's net worth (assets, such as buildings and cash, minus liabilities such as bills to be paid) has gone from $646,000 to $1.4 million to nearly $2.5 million.

[From the Morning Advocate, May 14, 1976]

VA Official Cites Abuses of Educational Program

(By Yvonne G. Foreman)

The abuses and ripoffs occurring through the GI Bill's educational benefits program would literally stagger the imagination, a Washington official told the Louisiana Department of Veterans Affairs annual training conference Thursday.

Rufus Wilson, chief benefits director, VA central office in Washington, D.C., said there were many cases where veterans are receiving funds to attend school and they are not attending classes.

Wilson said there was one case where the veteran would receive financial assistance to attend college, enroll, withdraw from the class before the finals began, receive a W grade, and enroll in the same class the next semester with no intention of attending.

"We've had almost 1,000 people enrolled in a barber school in Chicago, but after checking we found they only had nine barber chairs in the school. The school was an absolute fraud," Wilson asserted.

He said many of the overpayments and fraudulent payments are being caught now because of strict and reinforced rules in the veterans administration offices.

Wilson cited over $1.4 billion in overpayments last year.

He told the more than 100 persons gathered that more veterans are attending school under the GI bill than ever before.

Wilson attributed the increase in veterans taking advantage of the educational benefits to the massive discharges, plunging economy, higher rates being paid, advanced pay, credit for work experience, and other inducements being added to the program.

"With so many veterans attending schools it will add greatly to the education level of our people," Wilson said. He said 3.2 million veterans went to school with the assistance of their GI benefits.

But, with all of the problems of the veterans benefits program, Wilson said Americans should still feel a sense of loyalty to veterans.

"When we hear people say there are too many veterans and it's costing too much, let's say there are too many wars and the veterans of those wars didn't invent them," said Wilson.

In another discussion before the department employes and members of the veterans service officer's association, Pat Blankenship, field director for the American Red Cross and counsel for the military review boards in New Orleans, turned the discussion to the workings of the discharge review board.

Blankenship said up until last October the discharge review board considered all discharge reviews at the Pentagon. However, he said sub-boards have been set around the country to review discharges.

He said it appears that many of the servicemen are getting discharges, mostly dishonorable, to get out of the service, and then get the review board to change the standing. This is done, he added, so the serviceman can still be eligible for GI benefits.

"A lot of the crime we're having in this country today is because of the changes in discharges," Blankenship said.

He said out of 736 veterans incarcerated at Angola, 213 received dishonorable discharges.

The three-day conference ends Friday with the election of new officers.

[From the Chronicle of Higher Education, May 24, 1976]

U.S. SEEN OVERPAYING VETERANS AT 'ALARMING RATE' UNDER GI BILL

EXCESS PAYOUTS UP 2,400 PCT. SINCE 1970, G.A.O. TELLS HOUSE PANEL

(By Karen J. Winkler)

WASHINGTON.—The amount of money the federal government is losing by paying veterans' educational benefits to students who do not deserve them is "growing at an alarming rate," according to the General Accounting Office.

The situation may well provoke the House Veterans Affairs Committee to recommend some basic changes in the administration of the GI Bill.

The overpayment of veterans' benefits has increased by 2,400 per cent since 1970, the G.A.O. has told the committee's Special Investigating Subcommittee. In fiscal 1970, $17.9-million was paid to undeserving veterans, while an estimated $823-million will be spent in the current fiscal year, according to the G.A.O.

The accounting office said overpayments were "posing a serious problem requiring immediate action by both the Veterans Administration and the Congress."

The House panel has been holding hearings on the problem for the last month and a half. A staff member said it was highly likely the subcommittee would recommend legislative changes that would place tighter controls on colleges and universities and other schools enrolling veterans.

Overpayments to veterans who are not actually enrolled in school now constitute 15.6 per cent of the total dollars budgeted for the GI Bill, according to the G.A.O. report. In 1967 the proportion was only 0.7 per cent. Of the $4.2-billion spent for veterans education benefits last year, $446.3-million represented overpayments. $220-million has still not been recollected.

ASKED FOR $2-BILLION MORE

The Veterans Administration has already requested an extra $2-billion above the $4.2-billion appropriated for the GI Bill in the current fiscal year. "Part of that $2-billion might not have been needed," the G.A.O. said, "had $298.2-million in overpayments [uncollected as of Dec. 31, 1975] been available."

The majority of cases involving overpayments have occurred at colleges and universities, the G.A.O. said. Of the total overpayments uncollected as of Dec. 31, 1974, 73 per cent was attributed to veterans supposedly enrolled in regular degree-granting institutions. The remaining 27 per cent were attributed to those attending vocational and trade schools.

Among colleges and universities, over 56 per cent of the instances of overpayments were at junior colleges.

At the hearings before the House subcommittee, spokesmen for the Veterans Administration gave numerous examples of abuses prevalent in the GI program. Among them:

At an Arizona school, several instructors were found to have enrolled in their own courses to collect benefits.

In many California institutions, veterans were paid benefits for work experience that was unrelated to their courses of study.

In Nevada, community colleges did not enforce "standards of progress" they are supposed to ask veterans to maintain if they receive benefits.

At a state college in Alabama, veterans who had enrolled for half-time or less were certified as full-time and received full benefits.

At a Florida community college, veterans were allowed to receive benefits while they repeated courses they had already successfully completed.

BLAMES LATE REPORTING

Many of the abuses were caused by negligence on the part of veterans and institutions in promptly reporting when students dropped courses or otherwise became ineligible for GI benefits, the Veterans Administration said. Both the individual veterans and the schools are required to report changes in enrollment status.

The General Accounting Office said that tardy reporting was the prime cause of overpayments. In a random sample of 135 cases of overpayments in six colleges and universities in the Los Angeles area, it found that 41 per cent had been made because the government had not received timely information on the veterans' educational status.

The G.A.O. recommended that the Veterans Administration make several changes to speed up reporting and to oversee educational institutions that enroll veterans:

Increase and improve the onsite compliance reviews the V.A. now conducts at a limited number of institutions.

Provide more guidance to state agencies that the V.A. pays to certify institutions for participation in the program.

Assess institutions for overpayments in cases where they have been negligent in reporting the status of veterans.

Re-evaluate and possibly increase the $3-per-veteran fee now paid to institutions for administering the program.

The G.A.O. also said the Veterans Administration should improve its internal processing procedures for keeping track of veterans.

TIMETABLE CHANGE

Witnesses for the Veterans Administration told the House subcommittee that they have already instituted some of the reforms, including increasing institutional reviews, assessing schools for negligent reporting, and streamlining their own record-keeping.

"We are on top of the situation," said Rufus H. Wilson, chief benefits director at the V.A.

The G.A.O., however, said the changes still might not be adequate to reduce overpayments.

It said Congress should consider changing the monthly timetable the government now uses in disbursing benefits. Until 1972, payments were made at the end of each month in which a veteran was enrolled. Because of problems in getting checks to students on time, Congress changed that system so that benefits are now sent at the beginning of the month in which the veteran is eligible. Veterans are also allowed an initial advance payment equal to a month's benefit to cover beginning-of-term costs.

"These provisions have been in recent years, and continue to be, major factors contributing to the enormous growth in overpayments," the G.A.O. said.

The House subcommittee is considering repealing the prepayment of benefits, a staff member said.

Representatives of the American Association of Community and Junior Colleges, the first educational group to testify before the subcommittee, agreed that prepayment was "an invitation to mischief." But they urged the subcommittee not to act on another change it is considering—providing in the law for a stricter enforcement of academic standards.

"REPREHENSIBLE WASTE"

Institutions are now required by the V.A. to maintain "a policy relative to standards of conduct and progress" to determine if a student is eligible for benefits. The policies must designate the grades and gradepoint averages students must achieve to be graduated. "We may strengthen the words in the law to make clear our philosophy that a policy of no grading is not a policy," the subcommittee staff member said.

The subcommittee's chairman, Democrat Ronald M. Mottl of Ohio, condemned "attendance and standards policies as they have been administered which have permitted large numbers of veterans to enroll in school and continue receiving GI Bill payments, even though they rarely attend a class or have failed to maintain a passing grade. This committee in its oversight capacity has been looking into a number of these schools and has learned with much consternation that some schools have permitted veterans to receive GI Bill checks when from all advance evidence many have never attended a class or passed a course. Such a practice is reprehensible and a waste of taxpayer's money."

The community-college association said that any change in the law that would require more specific policies on standards would be an infringement of academic prerogatives and a threat to their "open door" admissions policies.

"The Congress in other recent legislation has authorized and appropriated large sums to provide access to a wider segment of our citizens. As a part of this philosophy of our American society, . . . the 1,000 community colleges of this country have as an objective 'universal opportunity' and most have an 'open door' policy," Nolen M. Ellison, president of Cuyahoga Community College in Cleveland, told the subcommittee. "We would strongly urge this subcommittee to carefully weigh these overriding beliefs of our citizens in reacting to the documented small numbers who have abused their GI educational benefits."

Even though the House of Representatives voted last fall to repeal the GI Bill, the subcommitte says it still intends to modify the current program, which will operate until, if ever, the Senate also revokes it. The Senate has no scheduled hearings on the overpayment problem.

[From the Washington Star, May 25, 1976]

VETERANS OVERPAID $2 MILLION

VIRGINIA COLLEGE FACES HUGE REPAYMENT TO VA

(By Philip Shandler)

Federal auditors have turned up a pattern of GI Bill overpayments to students at Northern Virginia Community College which could exceed $2.2 million, The Star has learned.

And officials of the U.S. Veterans Administration say the state-supported institution will be held liable for much of this—as much as $1.6 million.

As many as 2,800 students at the community college appear to have collected more tuition money from the federal government over the past two school years than they were entitled to, according to Dorothy L. Starbuck, VA field director for the Northeastern United States.

The extent of the overpayments exceeds that of overpayments at the District's Federal Ctiy College—which were disclosed by The Star last month—although the overpayments to individual students appear to be much smaller at Northern Virginia Community College.

A VA audit at City College disclosed, overpayments totaling nearly $1.7 million to some 1,300 students, an average of about $1,260 per student.

The VA is holding City College liable for all but about $500,000 of this, alleging that the college took far too long to notify the government of changes in student workloads that affected benefit entitlements.

The dollar figures at Northern Virginia Community College have not yet been totaled, Starback said yesterday. But a sample 125 cases—all involving potential liability by the college—showed total overpayments of $98,287—an average of $786 per student.

If this average holds up for the approximately 2,800 cases in which Starbuck says overpayments have been found, the total would be $2,200,800.

Of the 2,800 overpayment cases, the VA probably will hold the college liable in up to 2,000, Starbuck said.

This would confront Northern Virginia Community College with a debt of $1,572,000.

The community college had about 27,000 students at its five campuses this past year, a spokesman said. Starbuck said the number of veterans getting tuition grants this year and last year—in many cases the same people—totaled 5,383.

While all of these cases now have been reviewed, a report of the audit will not be completed for another four to six weeks, Starbuck said.

In the meantime, students are being advised by the VA—although many presumably know—that they have overcollected their benefits and should pay them back.

The beneficiaries have a year in which to agree to pay back the money or argue that they shouldn't have to. If they don't do either, the VA then runs a credit report on them and, if it concludes that the debts are collectable, turns them over to the General Accounting Office for collection.

Veterans agreeing to repay may be given several years to do so and no interest is charged on the obligation.

Rarely does the VA refer a case to the Justice Department for prosecution. It says it has gotten back about $3 of every $4 in overpayments it has found in recent years. Outstanding debts are held against the veteran for possible future claims by the vet for other benefits such as pensions.

Whenever the VA tells Northern Virginia Community College how much the agency is holding the college liable for, the college may appeal.

Once that process is completed, the college will be expected to pay whatever obligation the VA concludes it should pay. The VA then will rebate to the college any money it collects from the veterans.

In the City College case, however, District officials have indicated they may go to court to fight any VA effort to collect.

Hearings on City College's appeals from the liability findings against it are scheduled to begin in July.

A complete VA audit also is under way at the Washington Technical Institute. The VA in recent years has toughened its reporting requirements to meet the complaints of some congressmen that GI Bill benefits were getting out of hand. Changes in student status that could affect benefit eligibility are supposed to be reported to the VA within 30 days of the change.

Many colleges complain they can't get timely information about the students from teachers, who often rebel against keeping roll, in the name of academic freedom.

[From the Washington Star, May 25, 1976]

3 Disciplined for Receiving Overpayments

(By Philip Shandler)

Veterans taking advantage of so-called GI Bill education benefits, often go to school while working full time. In this area many of them hold down federal jobs.

Over the past two years, for example, six of the approximately 2,600 GI Bill students at the District's Federal City College worked for the Veterans Administration, the agency that distributes their tuition grants.

Now the VA has found that three of the six are among some 1,300 at City College who have collected more money than they were entitled.

All three are employees of the VA's regional office here and thus were more familiar with the agency's regulations than the average student would be expected to have.

Besides being asked to pay back the overpayments, the three employes are being disciplined, regional field Director Dorothy Starbuck said yesterday.

But the range of discipline is wide, she said, because "there is a considerable difference in culpability."

One employe, a GS-7 who has been involved in making decisions on the applicability of benefits, has been recommended by an investigator for dismissal. (National officials are to decide later this week whether to accept the recommendation.)

A second, lower-grade employe has been given a written reprimand. And the third has been reprimanded only verbally.

The first case involves overpayments of about $2,000, the third one about $95, and the second one something in between, Starbuck said.

Except for the GS-7, the employes were not involved in decision-making. One is a processor of documents, the other a clerk, she said.

"This is not a unique situation," Starbuck said.

"Once in a while we find somebody on our payroll as adept as anyone else at doing us in," she said.

Starbuck said she could not, on the face of what she knows thus far, dismiss the over-collections as a result of misunderstanding of the VA regulations. But she added:

"I don't see any malicious intent here."

In the case of the two employes already reprimanded, no further action is planned, Starbuck said.

The GS-7, if not dismissed, could be suspended or demoted and reassigned, Starbuck said. But he will have 10 days after national officials decide how to discipline him to reply to their decision, and 30 more days to appeal it if they stick to it.

Starbuck said there was no evidence of the VA employes at City College using their positions to help others get unwarranted benefit payments.

The overpayments in most cases result from veterans starting to collect GI Bill benefits on the basis of a statement of intent to take a certain number of credits, and then failing to keep up with the work but not notifying the VA or the college of their slowdown in time to reduce their payments.

The VA employes were "just like everybody else in this regard," Starbuck said, except that "every VA employe should know better than Joe Doakes what's required."

[From the Providence Evening Bulletin, Providence, R.I., May 25, 1976]

DIPLOMA MILL OR GREAT OPPORTUNITY?

VA DEMANDS EVALUATION

COURSES "UNIQUELY" TAILORED

What do veterans think of their G.I. Bill education at Johnson and Wales? Some like it; some think it is not up to par. The quality of education is explored in today's installment of a series on the college. Tomorrow, in the concluding segment, the college's expansion into allied fields and acquisition of similar schools in other states will be detailed.

(By Carol J. Young and M. William Salganik)

"*We know, and the veterans who go there know, they are not enrolling at Brown University.*"—Richard P. Brouillette, state Department of Education.

To former student Francis E. Hopton, Johnson and Wales College is a "diploma mill—no ifs, ands, or buts." To others, the college has been a ticket to a better job or simply a chance to learn.

The vast majority of veterans attending Johnson and Wales interviewed in recent weeks say they are satisfied with the education they are getting. They also say they would not be attending if it were not for the G.I. Bill benefits.

The Veterans Administration, which has funnelled at least $30 million in benefits to J & W students in the past three years, has raised questions about the quality of education offered.

First, Hopton's story.

Hopton wanted to go to college when he retired in January, 1975, after 20 years in the Navy. A neighbor in the Hoxsie section of Warwick suggested that Hopton use his G.I. Bill benefits at Johnson and Wales "if you want a few extra bucks and don't want to work too hard."

Hopton and his wife, Marge, (also a Navy veteran), signed up and earned straight As for two terms. After that, they transferred to Rhode Island Junior College, where they say they are learning more.

At J & W, Horton said, "Nobody would do the homework. It used to be embarrassing for my wife and myself, because we did the work. I wanted to be one of the guys, but I wanted an education, too."

Hopton said, "They took attendance every class but some people didn't show up too much and they didn't bug them." One classmate was absent so much he got "a standing ovation" when he finally attended, Hopton recalled.

Academically, he continued, things weren't much stricter. In a course called "The Business of Business," he related, nearly the whole class got D or F on the midterm exam. "The instructor said if they would do extra work out of the book, he would raise their grade. Some just stood in front of the class and read two paragraphs from the textbook."

During his second term, he had eight different instructors in English. "We had a substitute who walked in one night and said, 'Look, I don't want to be here any more than you do. Let's do this and get out.' "

Hopton's story is not typical. Probably no story is. Here are some others.

—Tony Atella was promoted to foreman at the Union Camp packaging plant in Providence soon after he completed the two-year program. Arnold Panicucci, plant manager, says Atella's associate degree was "a major factor" in the promotion. Panicucci says a degree "tells me that an individual is an ambitious person, interested in improving himself. That he was able to complete the program shows determination—it's quite a sacrifice to do that outside of normal school hours."

—Veteran X, married with two children, collected $2,208.66 in G.I. Bill benefits and never finished the first term. He attended classes haphazardly, dropping out twice. When he enrolled for the same courses a third time, the VA fired off a letter saying his case and several similar ones were "somewhat perplexing." The college dropped Veteran X.

—Veteran Y, president of a union local, wants to set an example for his children. "When they scream at me, 'Why should we go to college if you didn't go?' I'll have something to show them." He says the students in his class attend regularly and are seriously seeking an education.

Veteran Z returned a G.I. Bill check to the VA in 1974, saying he had quit Johnson and Wales because "the quality of education left much to be desired. . . . The business law instructor did nothing more than read the textbook to the class," Veteran Z said. His method of presenting the subject was to say, "The text says . . ." and read one or two paragraphs from the text, then start all over again with, "The text says . . . and read another paragraph or two."

James Cadden, executive director of the Cumberland-Lincoln Boys Club, has completed his associate degree and is now working on a bachelor's degree at J & W. He says some of the courses have helped him at work. "I truly feel I did achieve what I went out to obtain."

Although most students say they are happy with the overall program, many talk about instructors who are good and others who say are incompetent. Instructors, in turn, say many veterans are attending "just for the money," and others are attending for the money but also to learn something.

"It's amazing how you can have so many different kinds of people in one classroom," says one moonlighting faculty member. "Some are bright, some are knowledgeable, some are aware, and some are marginal. It's very difficult from a teaching point of view."

The variations confound the agencies charged with regulating Johnson and Wales. Both the VA, which has seen 11,000 veterans enroll at the college in three years, and the state Department of Education, which has responsibility for approving veterans programs, have struggled to get a handle on determining quality.

VA officials have bombarded state education officials with memos, questions and repeated demands for an in depth evaluation of the college's programs. Veterans cannot receive G.I. Bill benefits unless they are enrolled in a program (whether it's offered by a trade school or a college) that carries "approval" from the state.

The first sign of VA concern came in June, 1973, just three months after the veterans program began. The VA held up a load of benefit checks, pending a state review of Johnson and Wales. The state found some problems and some "violations" of state guidelines and threatened to withdraw approval, a move that might have stopped the veterans program in its initial growth period.

A hurried meeting was held during which J & W officials agreed to make some changes. The recommendation to withdraw approval was rescinded.

The key issue then—and in numerous memos and meetings since—was whether the courses at Johnson and Wales are "college level" offerings.

VA files describe several cases of students who had performed at junior high school achievement levels, but who passed courses at Johnson and Wales. Some students were failing high school equivalency exams while getting satisfactory grades at college.

A VA consulting psychologist, Constance H. Willis, wrote after counseling a student in February, 1975, "He indicated that he was studying decimals in his math class and sentence construction and how to break down words into syllables in his English class. This training seems more appropriate for 5th, 6th or 7th grade and not for college study."

Many adults who did not finish high school master academic skills in other ways, explains John A. Yena, vice president of J & W. The veterans program began with a wide-open admissions policy because the college did not want to deter these mature individuals from trying, he said.

Yena said the college knew that some students would need to be eased into formal learning. Thus, he says, the courses are college-level, but "uniquely" designed to help students adjust.

After continued complaints from the VA, the college eventually limited its "open" admissions policy to those with a high school diploma or its equivalent.

Also under pressure from the VA, the college has toned down some newspaper ads, developed a more stringent absence policy and imposed new procedures for notifying the VA of dropouts, thus lessening the possibility of paying benefits to individuals no longer enrolled.

But, the VA was still not satisfied. Throughout 1975 it pressed the state to conduct a thorough evaluation of the college's curriculum, faculty, facilities and services.

In response, a four-member team from the department spent three days at J & W last fall and found some weaknesses, but no violations of state standards, and therefore, found no reason to withdraw approval.

The 18-page report commends the college for it "excellent" culinary arts facilities, its good teacher-student ratio and its special efforts to serve disadvantaged veterans.

But, the report recommends that the college separate its recruiters from its counselors, that it "minimize" the practice of hiring instructors to teach subjects for which they are not trained and that improvements be made in the library. "The library was an incredible shock," one evaluator said.

The 7,000-volume library at Johnson and Wales is about half the size of the average high school library. Every other college library in the state is at least four times as big. Bryant College, for example, has a collection of 79,000 books.

"I didn't even know they had a library," one J & W student says. "I use the encyclopedia at the Boys Club."

Meanwhile, the VA remains on edge about Johnson and Wales. "We share your suspicions concerning the quality of education and certain practices of this school," says a recent memo from the VA office in Washington to the VA office in Providence.

Johnson and Wales also has undergone an inspection by a team of evaluators sent by the Association of Colleges and Schools (AICS), the national accrediting agency for business schools. The team was critical of student services at the college and found the library "totally inadequate." It also said instructors had too many classes and some did not have proper credentials to teach the courses they were teaching.

Based on the team's report, the AICS deferred action on the college's request to be accredited as a senior (four-year) institution. Its accreditation as a junior (two-year) college will remain until December. In preparation for an accreditation vote in August, a second team visit must be made soon to determine whether the college has acted on AICS recommendations.

Morris J. W. Gaebe, president of Johnson and Wales and also a former president of the AICS, will not discuss the accreditation report. He would say only that, "We have taken their recommendations under consideration and we are doing something about it."

To be concluded in tomorrow's Evening Bulletin.

[From the Washington Post, May 26, 1976]

VA. COLLEGE PUPILS OVERPAID $700,000 IN 2 YEARS BY VA

(By Thomas Grubisich)

A half-completed U.S. audit has shown that the Veterans' Administration has paid Northern Virginia Community College student $700,000 more than they were entitled to receive over the past two years, the VA said yesterday.

John Travers, director of the VA's Washington regional office, said the agency would seek to recover overpayments from the students who received the money. But he said the college would be held liable for repayment in cases where overpayment was the result of school officials failing to give "timely notice" of student ineligibility for benefits. The school would be liable only if the VA failed to recover from the students themselves.

If the pattern of overpayments continues through the rest of the audit, they could eventually total close to $1.5 million.

However, Edwin Walker, director of veteran affairs at the five-campus regional college, said "some of the apparent overpayments are just that—apparent, not real."

Walker said that after the audit began, one student had his veteran benefits suspended by the VA because his records showed he had withdrawn from two courses. He said another had his benefits suspended because he received an incomplete in one course.

However, Walker said both students still had a big enough course load to qualify as full-time students and thus they were eligible for full tuition benefits from the VA.

Walker said such cases probably do not represent "the preponderance" of overpayments, but he said they will materially affect the total.

Partly because of the audit, the college, which has 5,383 veterans out of a total of 27,000 students enrolled in classes full- or part-time, has taken a number of steps to avoid overpayments, Walker said.

Overpayments, which occur when veterans drop out of school but continue to receive benefits or shift from full- to part-time status, are a national problem, according to VA officials.

According to the General Accounting Office, overpayments dating from the 1971 fiscal year total almost $1.4 billion. In fiscal 1975 they amounted to $446 million, and in the first six months of fiscal 1976 the total was $412 million.

To check abuses, the VA does sample audits annually of benefits paid to veterans at all colleges with more than 300 students. If a sample audit turns up irregularities, then a full audit is made.

Such an audit, the VA said, found that about 1,300 students at Federal City College in the District of Columbia had been overpaid about $1.7 million, or about $1,260 per student. A full audit is scheduled at another D.C. school, the Washington Technical Institute.

In the past, Travers said, the VA has collected from students about $3 of every $4 in overpayments.

Whatever NVCC's liability amounts to, it would not have to account for overpayments for some time. First, the VA spends up to a year trying to collect from an overpaid veteran. When these efforts fail, the VA then turns to the veteran's college, if the agency thinks the school was at fault.

But the college can challenge the claims at a hearing, just as the student can. Federal City has already filed an appeal against the $1.2 million the VA says the school should pay.

A full-time student with no dependents is paid $270 in benefits under the GI Bill. A student with two dependents receives $366. Veterans studying less than full-time are paid proportionately less.

Changes in status are sometimes reported late because teachers—at NVCC and other schools—often resist taking roll call, citing it as an infringement of academic freedom.

Walker, NVCC's veteran affairs director, says the school's faculty "has been asked to be aware of the problem. They consider it a burden, but they have the good grace to recognize there is a problem."

The official said "a limited number of students intentionally have taken advantage of weaknesses in the system." But he stressed: "By and large, we have a very responsible group of committed veterans whose grades are probably higher than the student body's as a whole."

Walker said adequate record keeping is difficult because many veterans, like other students at the community college, frequently shift their status and even transfer from one campus to another.

He said the VA pays the school "$3 to $4 per head annually for record keeping, but I don't think that even comes close to the actual cost, especially since we instituted additional procedures."

Walker also said: "We may not have been doing everything the school should have been doing, but no one else was either, and the VA was not overly concerned."

[From the Chicago Tribune, May 26, 1976]

SEVEN INDICTED IN $6.7 MILLION GI BILL FRAUD SCHEME

(By Richard Philbrick)

Seven persons were indicted Tuesday as federal officials announced an investigation into alleged fraud schemes by Chicago-area barber and beautician schools.

The alleged frauds involve losses totalling about $6.7 million in taxpayers' money, federal officials estimated.

The seven are the first to be indicted by a federal grand jury that has been investigating the schools' operations since November, according to United States Atty. Samuel K. Skinner.

Skinner said more indictments are expected soon.

The seven indicted Tuesday, two of them Chicago Transit Authority employes, are charged with fraud and submitting false claims to a government agency.

They include Percy Copeland, 45, owner of the Tyler Barber College, 6531 S. Cottage Grove Av., and six persons who were enrolled as students at the school.

Skinner said Copeland, of 4718 W. Adams St., received about $375,000 in illegal payments from the Veterans Administration from Dec. 1. 1972, to last July.

The money involved alleged illegal payments received by the school for a number of students enrolled under the GI bill, including the six indicted with Copeland, Skinner said.

The six students indicted were identified by Skinner as Leroy Singleton, 32, of 8142 S. Langley Av., and Tillman Bell, 28, of 1142 W. 78th St., both CTA employes; Willie J. Lymon, 35, of 1634 S. Komensky Av., and his brother, Charles W. Lymon, 42, of 16501 Oxford Dr., Markham; Roosevelt Brown, 29, of 3736 W. 140th St., Robbins; and Dell Colbert, 27, 10045 S. Yates Av.

The Tyler Barber College is licensed by the state to enroll 40 students and under federal regulations to have 34 students receiving VA benefits, Skinner said.

The indictment charges that by December, 1974, however, 1,345 persons were listed as students and were receiving VA benefits, Skinner said.

The six students indicted did not attend school the required number of days to qualify for VA educational payments, although they were receiving from $300 to $400 a month, Skinner said.

Copeland received about $70 a month from each student as tuition, and the remainder went to students for living expenses, Skinner said.

Saying he had been in contact with Washington officials about the school's operation, Skinner said, "There is reason to believe that similar frauds" are being carried out in other parts of the country.

Four other barber or beautician schools in the Chicago area are under investigation for possible similar frauds, he said.

He said attempts will be made to confiscate assets of Copeland and his school to make up alleged government losses.

Skinner said the investigation into school fraud allegations is being handled by FBI agents and attorneys for the recently formed Governmental Fraud Unit in his office.

[From the Washington Post, May 26, 1976]

VA FRAUD CHARGE

CHICAGO.—A federal grand jury indicated the president of a barber college and six military veterans in connection with an alleged scheme to defraud the Veterans Administration of $6.7 million in educational benefits.

U.S. Attorney Samuel J. Skinner said 2,500 veterans are still under investigation. He indicated that during the last two years, hundreds of veterans may have received monthly benefits ranging from $250 to $300 without attending classes at several Chicago area barber and beautician schools.

He said the schools apparently accepted tuition payments from the VA for the extra students without providing classes, or violated state regulations and offered more courses than they were authorized.

The main, 34-court indictment was directed at Tyler Barber College, Inc., and its president, Percy Copeland, 45. The Barber school was licensed by the state of Illinois to enroll a total of 40 students, of which 34 were permitted under federal regulations.

[From the Shreveport Times, Shreveport, La., May 26, 1976]

BARBER SCHOOL HEAD NAMED IN VA PROBE

CHICAGO (UPI).—A federal grand jury Tuesday indicted the president of a barber college and six military veterans in connection with an alleged scheme to defraud the Veterans Administration out of $6.7 million in educational benefits.

U.S. Attorney Samuel J. Skinner said 2,500 veterans are still under investigation by his office's newly created Governmental Fraud Unit in connection with the case.

Skinner indicated that during the last two years, hundreds of veterans may have received monthly V.A. benefits ranging from $250 to $300 without attending classes at several Chicago area barber and beautician schools at which they enrolled.

He said the schools apparently accepted tuition payments from the V.A. for the extra students without providing classes, or violated state regulations and offered more courses than they were authorized.

In announcing the indictments at a news conference, Skinner said, "I believe this is not a problem which has just local implications. It is a situation which could exist in other areas of the country.

"The grand jury is attempting to determine how this situation was allowed to reach the proportions it reached without being uncovered."

The main, 34-count indictment was directed at Tyler Barber College Inc. and its president, Percy Copeland, 45. It charged that the barber school was licensed by the State of Illinois to enroll a total of 40 students, of which 34 were permitted under Federal Regulations to receive educational benefit payments from the V.A.

However, in December, 1974, 1,345 students had informed the V.A. they were fulltime students at the school and were receiving benefits, the indictment said. Skinner said it was not yet clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits.

The course at the school lasts up to 15 months, Skinner said, meaning each veteran could collect up to $4,500 in benefits. He said some students may have collected additional benefits by later enrolling at other Chicago area barber schools.

[From the Milwaukee Sentinel, Milwaukee, Wis., May 26, 1976]

SCHEME TO CHEAT VA CHARGED

CHICAGO, Ill.—UPI—A federal grand jury Tuesday indicted the president of a barber college and six military veterans in connection with an alleged scheme to defraud the Veterans Administration out of $6.7 million in educational benefits.

US Attorney Samuel J. Skinner said 2,500 veterans are still under investigation by his office's newly created Government Fraud Unit in connection with the case.

Skinner indicated that during the last two years hundreds of veterans may have received monthly VA benefits ranging from $250 to $300 without attending classes at several Chicago area barber and beautician schools at which they enrolled.

He said the schools apparently accepted tuition payments from the VA for the extra students without providing classes or violated state regulations and offered more courses than they were authorized.

In announcing the indictments at a news conference, Skinner said, "I believe this is not a problem which has just local implications. It is a situation which could exist in other areas of the country.

"The grand jury is attempting to determine how this situation was allowed to reach the proportions it reached without being uncovered."

The main, 34 count indictment was directed at Tyler Barber College, Inc., and its president, Percy Copeland, 45. It charged that the barber school was licensed by the State of Illinois to enroll a total of 40 students, of which 34 were permitted under Federal Regulations to receive educational benefit payments from the VA.

However, in December, 1974, 1,345 students had informed the VA they were full time students at the school and were receiving benefits, the indictment said. Skinner said it was not yet clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits.

The course at the school lasts up to 15 months, Skinner said, meaning each veteran could collect up to $4,500 in benefits. He said some students may have collected additional benefits by later enrolling at other Chicago area barber schools.

Copeland allegedly made false statements to conceal true enrollment figures at Tyler Barber College and was accused of fraudulently collecting more than $750,000 in benefits from the VA.

Tyler Barber College was charged with violation of federal racketeering statutes. The government sought forfeiture and seizure of the school's assets.

The other six individuals were charged with causing false information concerning their attendance to be submitted to the VA.

They included: Willie J. Lymon, 35, Chicago; Dell Colbert, 27, Chicago, formerly an employe of the US Postal Service; Charles W. Lymon, 42, Markham, Ill.; Leroy Singleton, 32, and Tillman Bell, 28, both employes of the Chicago Transit Authority; and Roosevelt Brown, 29, Robbins, Ill.

[From the St. Paul Dispatch, St. Paul, Minn., May 26, 1976]

VA MAY HAVE BEEN CLIPPED FOR MILLIONS

CHICAGO (UPI).—Hundreds of military veterans in the Chicago area may have enrolled at barber and beautician schools, collected up to $300 in monthly educational benefits from the Veterans Administration and never attended classes.

A federal grand jury Tuesday issued the first seven indictments in what U.S. Atty. Samuel Skinner described as a "multimillion dollar fraud." He said losses to the VA totaled $6.7 million.

Skinner said 2,500 veterans still were under investigation by his office's newly created governmental fraud unit in connection with the case. He said more indictments may follow.

The main 34-count indictment was directed at Tyler Barber College, Inc., and its President, Percy Copeland, 45. It charged that the state licensed the barber school to enroll a total of 40 students, of which 34 were permitted under federal regulations to receive educational benefit payments from the VA.

But in December, 1974, a total of 1,345 students had informed the VA they were fulltime students at the school and were receiving benefits, the indictment said.

Skinner said it was not clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits, ranging from $250 to $300.

[From the Evansville Press, Evansville, Ind., May 26, 1976]

VA FINDS FRAUD IN BARBER SCHOOLS

(By Gregory Gordon)

CHICAGO.—Hundreds of military veterans in the Chicago area may have enrolled at barber and beautician schools, collected up to $300 in monthly educational benefits from the Veterans Administration and never attended classes.

A federal grand jury yesterday issued the first seven indictments in what U.S. attorney Samuel Skinner described as a "multimillion dollar fraud." He said losses to the VA totaled $6.7 million.

Skinner said 2500 veterans were still under investigation by his office's newly created Governmental Fraud Unit in connection with the case. He said more indictments may follow.

The main 34-count indictment was directed at Tyler Barber College Inc. and its president, Percy Copeland, 45. It charged that the state licensed the barber school to enroll a total of 40 students, of which 34 were permitted under federal regulations to receive educational benefit payments from the VA.

But in December, 1974, a total of 1345 students had informed the VA they were fulltime students at the school and were receiving benefits, the indictment said.

Skinner said it was not clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits, ranging from $250 to $300.

The course at the school lasts up to 45 months, Skinner said—meaning each veteran could collect up to $4,500 in benefits.

"I believe this is not a problem which has just local implications," Skinner said. "It is a situation which could exist in other areas of the country.

"The grand jury is attempting to determine how this situation was allowed to reach the proportions it reached without being uncovered."

Skinner said the schools either accepted tuition payments from the VA for the extra students without providing classes or violated state regulations and offered more courses than they were authorized to.

He said investigators suspected VA officials also may have been involved in the scheme.

OFFICIAL SAYS INDIANA NOT IN FRAUD PROBE

INDIANAPOLIS—U.S. Attorney James Young of the southern Indiana federal district said today that he did not know of any criminal investigation in this state along the lines that resulted in indictments in the Chicago area alleging fraud in Veterans Administration benefits for barber and beauty school training.

In Chicago today U.S. Attorney Samuel Skinner said seven indictments returned yesterday were part of a "multimillion-dollar fraud" in which hundreds of military veterans enrolled in such schools and collected educational benefits but did not attend classes. Skinner said, "It is a situation which could exist in other areas of the country."

Young said in Indianapolis: "I don't know of any criminal investigation along that line. I do know that administratively the VA has discontinued some programs."

Director Earl Heath of the Indiana Department of Veterans Affairs, which approves schools for VA educational benefits, said that his staff had withdrawn approval of two beauty schools because of questions about other procedures but that he knew of no instances such as described by Skinner.

"We have been very careful here in Indiana although I know nationwide there apparently have been overpayments," Heath said.

Administrator Evelyn Dease of the state Board of Beauty Culturists said her staff regularly checks enrollment cards and time cards of beauty schools to guard against such fraud.

[From the Tulsa Tribune, Tulsa, Okla., May 26, 1976]

BARBER SCHOOLS INDICTED IN VA "FRAUD"

CHICAGO (UPI).—Hundreds of military veterans in the Chicago area may have enrolled at barber and beautician schools, collected up to $300 in monthly educational benefits from the Veterans Administration and never attended classes.

A federal grand jury Tuesday issued the first seven indictments in what U.S. Atty. Samuel Skinner described as a "multimillion-dollar fraud." He said losses to the VA totaled $6.7 million.

Skinner said 2,500 veterans were still under investigation by his office's newly created governmental fraud unit in connection with the case. He said more indictments may follow.

The main 34-count indictment was directed at Tyler Barber College Inc. and its president, Percy Copeland, 45. It charged that the state licensed the barber school to enroll a total of 40 students, of which 34 were permitted under federal regulations to receive educational benefit payments from the VA.

But in December 1974, a total of 1,345 students had informed the VA they were fulltime students at the school and were receiving benefits, the indictment said.

Skinner said it was not clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits, ranging from $250 to $300.

The course at the school lasts up to 15 months, Skinner said—meaning each veteran could collect up to $4,500 in benefits.

"I believe this is not a problem which has just local implications," Skinner said. "It is a situation which could exist in other areas of the country."

[From the Washington Star, May 27, 1976]

HERE'S WHY ONE VETERAN KEPT THAT EXTRA MONEY FROM THE VA

DENNIS JOLLIFFE: "IT TAKES THE VA A WHILE TO ACT"

(By Lurma Rackley)

If the Veterans Administration acted promptly when students report that they have changed their schedules, checks to them would stop and there would be no major problem with overpayments, according to a student at Northern Virginia Community College's Annandale campus.

"It takes the VA a while to act," 23-year-old Army veteran Dennis Joliffe said yesterday following disclosure that the Veterans Administration plans to hold the community college and some veterans liable for as much as $2.2 million in overpayments to students over the past two years.

"There wouldn't be as much of a problem if the VA was capable of stopping payments as soon as they are notified," Jolliffe contended.

Jolliffe cited his own experience with the VA.

"I terminated my certification (for benefits) in March because I decided to go to school part-time and did not want to waste the benefits. But they kept sending checks until this month.

"When they realized they were still paying me they sent a letter saying I had been overpaid two months."

Jolliffe said he had been putting the checks in the bank rather than sending them back to the VA because he was afraid the checks might get lost or bogged down in VA paper work. Then, he reasoned, he would not have had the money to return when the "overpayment" letter finally arrived.

Jolliffe, who works part-time as a counselor to veterans, said he advises other veterans to "hold onto the checks until the letter comes. You can't verify when the letter will come, so you can put the money in the bank until they ask for it."

Jolliffe said most veterans he has talked with "have a bad attitude about the VA. They have had problems not getting their money when they're supposed to."

Besides, Jolliffe added, when there is an apparent overpayment problem, "They make you feel guilty and you have to explain to them that you're not. I believe only a small percentage of people are doing it on purpose."

Carol Artman, who works in the Annandale campus's veterans affairs office, said she too thinks the number of veterans trying to defraud the VA is small.

But she said some veterans have been slow to notify the school's veterans affairs office or the VA of changes in their schedules. She said employes in her office have a system of checking records after each quarter so that they can let the VA know which students are no longer attending classes.

The system has its faults, though, she said, because some students are listed as having withdrawn from a class when in fact, they have attended the class for the entire quarter.

Those students have usually received a "W" (withdrawal) as a grade rather than an failing mark in order to protect their grade averages, she explained, or may have dropped out of class toward the end of the quarter for personal reasons.

She said veterans are also at a disadvantage in proving class attendance because not all teachers check daily attendance. "Some teachers feel if you can do the work without coming to class, then that's okay. I think teachers should have that right."

Mrs. Artman said she is no longer using VA benefits to help pay for school, but has friends who are.

"They want the veterans caught who are being overpaid because the small percent who are defrauding the VA make the others look bad. They don't want their benefits to stop because of the few oddballs."

According to a chart in the school's veterans affairs office, a veteran with no dependents who is attending school full time receives $270 a month; with one dependent, the veteran gets $321 a month; with two dependents, $366, and another $22 for each additional dependent.

After all the veterans who are charged with receiving overpayments have had the chance to explain, Mrs. Artman said, "I don't think the overpayments will be as high as they said."

A VA audit of the college, which has five campuses, shows as many as 2,800 students may have collected more tuition money than they were due. The beneficiaries have a year in which to agree to pay back the money or argue that they shouldn't have to, VA officials said.

[From the Dallas Morning News, Dallas, Tex., May 27, 1976]

7 Indicted in VA Scheme

Chicago (UPI).—A federal grand jury has indicted the president of a barber college and six military veterans in connection with an alleged scheme to defraud the Veterans Administration out of $6.7 million in educational benefits.

U.S. Attorney Samuel Skinner said 2,500 veterans are still under investigation by his office's newly created governmental fraud unit in connection with the case.

Skinner indicated that during the last two years, hundreds of veterans may have received monthly VA benefits ranging from $250 to $300 without attending classes at several Chicago area barber and beautician schools at which they enrolled.

He said the schools apparently accepted tuition payments from the VA for the extra students without providing classes, or violated state regulations and offered more courses than they were authorized.

In announcing the indictments at a news conference, Skinner said. "I believe this is not a problem which has just local implications. It is a situation which could exist in other areas of the country.

"The grand jury is attempting to determine how this situation was allowed to reach the proportions it reached without being uncovered."

The main, 34-count indictment was directed at Tyler Barber College Inc. and its president, Percy Copeland, 45. It charged the barber school was licensed by the state of Illinois to enroll a total of 40 students, of which 34 were permitted under federal regulations to receive educational benefit payments from the VA.

However, in December, 1974, 1,345 students had informed the VA they were fulltime students at the school and were receiving benefits, the indictment said. Skinner said it was not yet clear whether classes were provided for the students or if they merely turned over $70 in tuition to Tyler and kept their monthly benefits.

The course at the school lasts up to 15 months, Skinner said, meaning each veteran could collect up to $4,500.

[From the Florida Times Union, May 27, 1976]

VA CULLS 1,600 AT FJC

RULED INELIGIBLE FOR BENEFITS

(By Steve Crosby)

Florida Junior College at Jacksonville has suffered a net loss of 1,600 students on GI benefits over the last seven months due to heightened Veterans Administration scrutiny and tightened college requirements.

FJC veterans affairs officer Guy Kerby said Wednesday night the junior college's net veterans enrollment has dropped from slightly more than 4,800 in October to about 3,200 last month.

"That 3,200 figure includes veterans who have registered at FJC and begun receiving benefits since October," he said.

State VA director William R. Blackwell said Wednesday the college had been out of compliance with VA requirements but has done a good job getting into line.

"They've had their problems there over the years," Blackwell said.

He said the college's problem areas with the Veterans Administration have included students who took too long to get their two-year degrees, others who registered for classes and then dropped out of school while continuing to receive GI Bill checks, and still others who used VA benefits for non-VA approved courses.

Now, Blackwell said the college has swung the other way.

"They've instituted what we consider to be a very strict accountability system," he said.

Kerby said that under current standards a veteran must hold a passing average each quarter.

In addition, he said, each veteran working toward the 60 credit-hour two-year associate's degree must prove he's going to graduate on schedule when he's attained 55 credit hours or face the loss of his benefits.

The VA sent a complaint team to FJC last April 5.

Kerby said the team spent three weeks checking class attendance and grade averages.

Now, he said, it is determining whether enrolled veterans are taking courses essential to their major fields of study.

Blackwell said the study thus far shows FJC is not among those institutions the VA is asking to reimburse large amounts of improperly paid veterans benefits.

"We've had some cases which may be the school's liability," he said. "But we've had no substantial cases of liability at FJC."

[From the Chicago Daily News, May 28, 1976]

VETS IN SCHOOL FRAUD OFFERED PROBATION

(By Terry Shaffer)

U.S. Atty. Samuel K. Skinner was searching Friday for more veterans willing to step forward, plead guilty, to fraudulently receiving veterans' educational benefits, cooperate with the government and thus receive probation.

On Thursday, Skinner announced the names of 13 men who took that route and admitted to defrauding the government, while allegedly enrolled in the Taylor Barber College, 6531 S. Cottage Grove.

The 13 misdemeanor criminal information indictments came in the wake of the indictments Tuesday of the president of the college and six other veterans on charges that they bilked the government of more than $1 million.

Skinner said those indicted Thursday allegedly received government money ranging from $2,000 to $8,000 in benefits while not actually attending the college.

Skinner said those who cooperated were charged with misdemeanors, for which probation would probably be recommended. He said, "I would like to encourage other people to take advantage of this."

Those named in the criminal information indictments are:

John Gassaway, 38, of 10632 S. Vernon; Fred H. Crump, 32, of 7147 S. Harvard; Augusta Campbell, 38, of 5541 W. Van Buren; David F. Burson, 28, of 225 S. 14th Av., Maywood; Roscoe Travis, 36, of 4619 W. Erie, and Solomon Sconiers, Jr., 28, of 12457 S. Yale.

Also, Columbus Avant, Jr., 36, of 8819 S. Cornell; Joseph Williams, 29, of 238 W. 51st St.; Ernest Hill, Jr., 35, of 7303 S. Stewart; Gerald West, 28, of 4735 S. Princeton; George R. Bowen, Jr., 33, of 1185 N. Milwaukee; Steven Ingram, 30, of 4628 S. LeClaire, and Spencer Brown, 44, of 11306 S. Union.

[From the Chicago Tribune, May 28, 1976]

TRADE SCHOOL FRAUD—13 GI "SCHOLARS" ARE CHARGED

(By Richard Phillips)

Thirteen veterans were charged Thursday with defrauding the Veterans Administration out of an estimated $60,000 by collecting GI education benefits although they did not attend trade schools where they were supposed to be enrolled.

United States Atty. Samuel K. Skinner filed misdemeanor charges against the 13 in criminal informations and said these are the first of several hundred he expects to file against veterans who agree to cooperate with the government.

"If these individuals come in, admit their guilt, agree to restitution, and cooperate with the government, we will file misdemeanor informations rather than seek indictments," Skinner said.

In the first 13 cases, he said, "General, the government will recommend probation."

The charges are an offshoot of the indictment last Tuesday of Percy Copeland, 45, owner of the Tyler Barber College, 6531 S. Cottage Grove Av., and six persons enrolled at his school on charges of defrauding the government.

Federal sources said as many as 2,500 veterans, who received GI educational benefits but never attend trade schools, are being investigated.

More than half of them were supposed to be students at the Tyler Barber College, which was authorized to accept only 34 GI students. The rest received benefits for instruction at four barber shops and beautician schools, some of which are no longer in existence.

Federal sources said officials of the Illinois Department of Registration and Education, which oversees barber and beautician schools, are under scrutiny, as are some VA officials suspected of "looking the other way" when the GI enrollment at Tyler Barber College exceeded the allowable limit.

[From the Pacific Stars & Stripes, May 28, 1976]

FRAUD CHARGED TO SCHOOL, VETS

CHICAGO (UPI).—Hundreds of military veterans in the Chicago area may have enrolled at barber and beautician schools, collected up to $300 in monthly educational benefits from the Veterans Administration and never attended classes.

A federal grand jury Tuesday issued the first seven indictments in what U.S. Attorney Samuel Skinner described as a "multimillion dollar fraud." He said losses to the VA totaled $6.7 million.

Skinner said 2,500 veterans were still under investigation by his office's newly created Governmental Fraud Unit in connection with the case. He said more indictments may follow.

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The course at the school lasts up to 15 months, Skinner said—meaning each veteran could collect up to $4,500 in benefits.

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"The grand jury is attempting to determine how this situation was allowed to reach the proportions it reached without being uncovered."

Skinner said the schools either accepted tuition payments from the VA for the extra students without providing classes or violated state regulations and offered more courses than they were authorized.

He said investigators suspected VA officials also may have been involved in the scheme.

[From the Gazette Telegraph, Colorado Springs, Colo., May 28, 1976]

VA OKAYS EL PASO COLLEGE COURSES FOR 1975–76; BENEFITS ASSURED

El Paso Community College has received approval from the Veterans Administration (VA) in Denver for courses listed in the school's 1975–76 catalog, retroactive to July, according to Helen Anderson, EPCC public information officer.

The failure of VA to approve the courses prior to the fall quarter, when they first were offered, resulted in many veteran students taking the courses without knowing for certain whether they would receive veteran education benefits while enrolled in the courses before approval action by the VA.

Had the programs ultimately been disapproved for benefits, veterans who had taken the courses would have been liable for money received from the VA.

The delay in VA approval for courses in the catalog, and the resulting uncertainty as to benefits and possible liability for overpayment, was among several grievances expressed recently by veteran students at EPCC. The problems caused by the delay were first revealed following a recent audit of veterans' enrollment records at the college by the VA, which uncovered several discrepancies between VA requirements and school procedures for certifying veterans for educational benefits.

The school has since made policy changes to conform to VA requirements, but the problem of course approval was one area of discrepancy not controlled by school policy.

The approval of all one-year certificate programs and two-year associate degree programs eliminates liability for overpayment for many of the school's veterans. Some one-year students, however, may yet be liable for overpayments for current or previous enrollment, due to changes in certification procedures required by the VA. Students enrolled as full-time students in one-year programs are not necessarily considered full-time students by the VA. The determining factor in certificate programs is the number of hours spent in class or lab each week, rather than the number of college credit hours assigned to the course.

Normally, catalog offerings are approved by the VA prior to their being offered. But because of a delay by the state approving agency which the VA delegates to valuate catalog offerings, the courses in the current catalog, which became effective in September, were not approved until this week.

Ms. Anderson said that all classes offered for the next (summer) quarter have been approved for veteran education benefits. However, the individual veteran must assume responsibility for planning his or her program in compliance with all VA requirements, she said.

College counselors and veterans advisors, all of whom have been briefed on the latest VA requirements, will assist any veteran who requests help in planning an enrollment program.

Deadline for summer admission is June 4. Class schedules are available in the student services office, Blanca Building, 2340 Robinson St. Registration is June 17, with classes beginning June 21.

[From the Sun, Colorado Springs, Colo., May 29, 1976]

EPCC PRESIDENT CRITICIZES VA INFLEXIBILITY

(By Norman Draper)

Stringent Veterans Administration (VA) regulations are keeping community colleges from allowing their students "flexibility," El Paso Community College President Donald McInnis said Friday.

McInnis, speaking at a Friday luncheon of the Rotary Club of Colorado Springs, was critical of the VA's failure to "keep pace" with the philosophies that rule the community colleges.

"The VA has provided tremendous amounts of funds for veterans," he said. "However, the regulations governing the VA have not kept up with the community colleges. The community college has emerged as a tremendous opportunity for local people to go to school. If one rigidly interprets the VA regulations, then one doesn't allow the students the flexibility we'd like to give them."

Part of the responsibility of the community college is to give its students as much flexibility as possible in finding the right course of study for them, McInnis said. VA regulations that allow the student to receive benefits only for those courses that are in his study area have made this difficult.

EPCC was recently audited by the VA following the disclosure of a number of errors in EPCC veteran student records.

"The community college kind of philosophies run counter to VA regulations," he said.

McInnis said the college was waiting to find out how the VA would decide to treat college veterans who received benefit overpayments at EPCC. As many as 300 of the school's more than 3,000 veterans have received overpayment notification from the VA, he said.

Nearly all of these veterans had requested waivers on the overpayments, in order to keep the VA from deducting the overpaid amounts from future benefit checks, McInnis said.

He was hopeful that the VA, which had overpaid amounts as much as $1,000 to EPCC veterans, would not take all the overpaid amounts out of the veterans' pockets.

"It appears that the VA in the past has been generous in reacting to overpayment questions," McInnis said. "I feel optimistic that the VA will be generous with the veteran students in the cases where they can."

McInnis stressed that EPCC was far from the only college burdened with veterans' overpayment problems.

"What happened at EPCC has happened all over the country," he said.

McInnis said college officials are "cleaning up our act" in regard to compliance with VA regulations.

Cases of non-compliance on the part of the college had been discovered by a complete VA audit of the certification records at EPCC. According to McInnis, the audit unearthed 1,400 errors, an amount he admitted was "an awesome statistic."

Grading standards have been made more difficult at the college in an effort to bring the school into compliance with VA guidelines, McInnis said. It also has become much more difficult for students who are veterans to move from one course of study to another.

McInnis also briefed the Rotarians on the progress being made at the site of the new EPCC campus, at the southern interchange of Academy Boulevard and Interstate 25.

The school is about one month away from accepting bids on the major construction on the campus, he said. The preliminary site preparation work is now in progress, he added.

The condition of the soil at the site has been a "concern" for college officials, he said because it is "expensive" soil, the same type of soil that has caused problems at the University of Southern Colorado in Pueblo.

McInnis said the soil problems would be corrected by a number of means—including the use of layers of non-expansive soil and asphalt.

[From the Rocky Mountain News, May 30, 1976]

LACK OF JOB SERVICES FOR VIETNAM VETERANS DISGRACEFUL PROBLEM

(By Dean K. Phillips)

Against the advice from this country's military Joint Chiefs of Staff and from its intelligence community in the mid-1950s, the United States became militarily involved in Indochina and a generation of Americans found themselves engaged in a bitter land war in Asia in the 1960s and early 1970s.

Unlike World War II, this was a war many Americans are in a hurry to forget, and in their obvious haste, they're also forgetting the young Americans who fought in Vietnam.

For example, Colorado Vietnam era veterans who attempted to return to the state jobs they held before they entered the military services were denied full re-employment rights—which World War II veterans were granted—because their "service wasn't during wartime . . . as declared by proper authority."

There were more Congressional Medals of Honor awarded for service in Vietnam than in any other war in American history. The percentage of Americans who lost both their legs was 300 per cent higher in Vietnam than in World War II and 70 per cent higher than in Korea. But full re-employment rights were denied.

Other wounded veterans who returned to their homes in Colorado and who were qualified for unemployment insurance discovered that the state was counting the federal disability checks they received as a result of their wounds as earned income and subtracting the disability payments from their unemployment checks.

Blind and paraplegic war veterans found that the single federal grant they received in order to modify their living accommodations to fit their handicaps—such as installing ramps for wheelchairs in their homes—was, in effect, taxed in Colorado when property was assessed at higher rates.

These and other injustices eventually were corrected after Colorado veterans groups united in their efforts and organized the United Veterans Committee of Colorado to inform and work with state legislators, who generally have been understanding and cooperative.

State Sen. Barbara Holme, D-Denver, for example, was the only member of the Colorado Legislature to vote against a bill to assist the state's 200 blind and paraplegic war veterans this year. She was quoted in a Jan. 14 report in the Rocky Mountain News as saying: "I don't see any reason for saying we are going to give special consideration to people who are handicapped because of war. . . . The state has a limited amount of money, and we can't help everybody."

A continuing problem, however, arises from the fact that Vietnam era veterans also returned to find that their educational benefits under the G.I. Bill were much less substantial than those provided for World War II veterans considering the cost of living and cost of education increases.

In 1948 the G.I. Bill provided enough money to pay 100 per cent of tuition costs at any state college or university and at 90 per cent of the private schools. Single veterans received an additional $75 a month living stipend, which would be comparable to about $200 today. Also in 1948, 60 per cent of the students at Harvard, Yale and Stanford were veterans, compared to only 2 per cent today.

Under today's G.I. Bill single veterans receive $270 a month—no thanks to President Ford, who vetoed a bill in 1974 to increase benefits—and they must use all of that to cover all expenses, including tuition, living expenses, books and so forth.

But if a Colorado veteran chooses not to go to school or to work, he or she can collect up to $460 a month under unemployment insurance, and for that reason some veterans almost feel encouraged not to use the G.I. Bill because they can sometimes get 70 per cent more money by simply collecting unemployment.

To correct the inequities in that situation, 71 members of the 100-member Colorado General Assembly, in a bi-partisan effort, cosponsored Senate Bill 39 in 1974 after it had been placed on the call by then Gov. John Vanderhoof. The law waives 50 percent of the weighted average tuition at state schools for Colorado Vietnam era veterans who were residents of the state at the time they entered the military service, and thus gives them additional incentive to return to school.

But veterans who choose to re-enter the work force also have confronted major barriers.

Congress has placed a great deal of responsibility for the employment and training of returning veterans on the U.S. Labor Department and on its associated state agencies, such as the Colorado Division of Employment. In 1972 Congress passed a law which required that "each eligible veteran"—especially younger and recently discharged veterans—who applied to state employment agencies for job assistance "be placed in a satisfactory job or job training opportunity" or receive "job development or employment counseling services."

The Labor Department monitors the state agencies' performance, and in fiscal 1974 reported that 50 per cent of the 83,717 Colorado veterans who requested employment assistance from the state Employment Division had their applications "inactivated" after having received no services from the division. Officials have speculated that some of these veterans simply did not want state employment services, but they have offered no conclusive proof to support that speculation.

Employers looking for workers have attempted to file job orders with the State Employment Service, but Employment Division officials have, in the past, sometimes claimed the agency lacks sufficient staff to find the proper candidates with which to fill job requests within the time specified by the employer. Hence, employers have become frustrated and are canceling these job orders with the Division of Employment and are turning to private employment agencies that find jobs for a fee.

From July 1, 1973, to June 1, 1974, 52,412 job openings listed with the Division of Employment, or 44 per cent, were later canceled by the same employers.

Because of the need to improve employment services to Colorado Veterans and because of the fact that the Labor Department in Washington refused to answer written correspondence on the subject, a suit was filed in U.S. District Court in Denver in April 1974 with me and the Colorado Association of Collegiate Veterans as plaintiffs and the Labor Department and the Colorado Division of Employment as defendants. The suit sought to improve services to job-seeking veterans.

Government attorneys attempted to have the case dismissed, but those motions were denied. During the course of the suit one of the defendants, the state of Colorado, filed a cross-claim against the other defendant, the federal government.

Atty. Gen. J. D. MacFarlane filed a complaint that "the federal defendants (the Labor Department) has failed in its duty to coordinate by clear instructions, interpretations, guidelines, regulations and directives the policies, goals and functions of the Colorado Employment Service or to provide it with adequate funding to carry out the same.

An out-of-court settlement was reached last August and the case can be reopened if any of the parties don't comply with the settlement agreement.

And since last August the record is clear that employment services received by Colorado veterans haven't improved significantly. The Labor Department reported that in fiscal 1975. In fact, the Department of Labor reported that for fiscal '75 Colorado ranked 39th in the nation in the placement of Vietnam veterans in jobs and 42nd in the placement of all applicants—both veterans and non-veterans. More recent Labor Department statistics show that the Colorado Employment Division reached its projected goals for April 1 this year in only 42 of its 69 operational categories.

The Labor Department's Washington officials have shown little leadership in solving the job-finding problems of the Vietnam era veteran. Their favorite excuse for reducing funds allocated to state employment agencies has been to blame Congress. However, a review of the record indicates that ranking Labor Department officials have gone before Congress and actually requested less money. Three years ago the then-Labor Secretary William Brennan agreed to a 35 per cent—$1.4 billion—budget cut imposed by the Nixon administration.

Less than a year ago, the department's Dr. Ben Burdetsky appeared before the House subcommittee on Appropriations and was admonished by the committee chairman, Rep. Daniel Flood, for "asking for a (budget) reduction in total man-years at the state level when everybody knows the workload is getting worse and worse."

Last year was a bleak year for many Americans, but for the young and recently discharged Vietnam era veterans 20 to 24 years old it was a particularly bad year. Their unemployment rate averaged 20 per cent of their number, nearly 50 per cent higher than non-veterans of the same age.

For the second quarter of 1975, minority group veterans of Vietnam aged 20 to 24 had a 32 per cent unemployment rate, and Chicano veterans weren't included in this figure because the Bureau of Labor statistics doesn't count them as a minority group.

The lack of employment services provided returning Vietnam era veterans is a Colorado problem. But it is also a national problem, and it has become a national disgrace that those of us who fought in Vietnam had to come home and take the federal government to court—a government that once boasted about law and order—in order to get it to comply with its own laws.

[From the Army Times, May 31, 1976]

Do VA Rules Violate Academic Freedom?

(By Phil Stevens)

The May 17 issue of *Army Times* carried a report ("GI Bill Overpayments Hit $1 Billion") under my byline saying that the Veterans Administration had told Congress it was preparing to come down hard on a number of colleges and vocational schools. The schools were in VA hot water because sloppy record-keeping resulted in large GI Bill overpayments to veterans who were not actually attending classes or were not performing satisfactorily.

The story brought a telephone call from an angry educator whose school was identified as owing the Treasury more than $1 million. He claimed I had blindly accepted the VA's argument without considering the position of the educators involved.

The conversation went something like this:

Stevens: Well, just what is your position?

Educator: Our position is that the VA insistence on all this record-keeping is a violation of our academic freedom.

Stevens: In what way does VA insistence on knowing who is going to school violate academic freedom?

Educator: Well, no modern educator in an institution of higher learning believes in keeping attendance records. To insist that we take roll every day is a violation of our academic freedom.

Stevens: Excuse me for being so dense but how is the VA going to know who is earning those benefits if the school can't verify who has been coming to class?

Educator: They get a grade at the end of the term. That should suffice.

Stevens: But what about the guys who sign up for a course, never attend and draw benefits for the term because their absence is not reported? Doesn't the school bear some responsibility to protect the taxpayers?

Educator: Our prime responsibility is to educate. Naturally we feel some concern about the use of taxpayer money but we must maintain our freedom to conduct our business as we see fit.

Subsequent questions developed the conclusion that I was off base in suggesting that a school accepting veterans should accept the full responsibility or not take vets. My suggestion that the VA hire attendance-takers for professors who wouldn't take roll was met with an expression of horror.

It is little wonder that Congress, as it seeks ways to slow the growth of the federal budget, may end the in-service GI-bill. So far, only the House has voted to end this benefit. If abuses continue to mount, the next step probably will be rigid controls on remaining benefits for veterans and a great wariness on the part of Congress the next time the issue surfaces.

[From the New York Times, May 31, 1976]

SOME WHO BELIEVE IN A NO-WORK ETHIC

(By Robert Lindsey)

LOS ANGELES, May 31—Mark Landsberg, a 37-year-old Southern Californian with two college degrees, has not had a job since he left the Peace Corps nine years ago and he isn't looking for one.

"I don't believe in work; I believe in the no-work ethic," says Mr. Landsberg, who has been living on Federal education grants under the G.I. Bill of Rights for six years though college attendance has been sporadic at best.

Carol Lisi is a 32-year-old resident of Philadelphia who lost her part-time job in December, has never had a full-time job and isn't looking for one.

"I don't particularly like the idea of working," she said. "I never really have, although if you're doing something of social worth, I guess that would be different."

Charles Erger, a 33-year-old certified public accountant who lives in Farmington, Mich., a suburb of Detroit, lost his job in March and is in no hurry to go back to work.

"There's more to life than just working, and more to working than just working for some company," he says.

How many other Americans hold similar views is impossible to measure, though the group is considered atypical of the 8.2 million people officially classified as unemployed. But at a time when the nation is experiencing its highest rate of unemployment in more than 25 years, it is apparent from recent interviews in eight cities that there are many middle-class Americans who are not working because they choose not to and many others who are being very selective in accepting a job before surrendering their unemployment status.

The recession, by making jobs harder to get, has made being out of work more socially acceptable. By stimulating Government action to extend unemployment benefits, it has made survival easier.

Labor analysts say that despite the Puritan work ethic, individuals who avoid work have probably been part of the American scene since its beginnings. They say it is easier than ever to survive without a job because of extended unemployment benefits, food stamps, welfare payments, and other sources of help, such as G.I. education benefits.

Although recipients of unemployment benefits must periodically affirm that they have been looking for work, unemployment statistics suggest that some may not be looking very hard.

During one recent week in New York State, for example, 700,000 persons were drawing unemployment benefits. Of these, 12,234 were receiving their benefit checks in Florida, 7,939 in Puerto Rico, and 5,457 in California. Of the 187,000 people receiving unemployment benefits in Florida during mid-May, 32,000 were being paid by states other than Florida.

Several men questioned in Southern California said they routinely signed up for Veterans Administration benefits at the beginning of the college year and continued to receive monthly checks after dropping most of their classes, or attending only rarely.

A Labor Department analysis of the national job market for the first three months of this year indicated that almost 1.1 million Americans had dropped out of the job market: they had stopped looking for work because they felt they could not find it.

Analysts believe that some people in this so-called "discouraged worker" category are not job hunters because they do not want to work. However, they say there is no indication that such people could find jobs in the tight economy if they decided to look.

THE "RAT RACE" IS CITED

The nonworkers who were interviewed recently said they had elected not to work for a number of reasons—a dissatisfaction with the "rat race" of 9-to-5 life; disinterest in available jobs, some of which they considered menial or unchallenging, the fact that they could live fairly comfortably, if frugally, on their Government benefits.

A graduate of an Ivy League college, unemployed since his graduation a year ago, had turned down numerous opportunities for low-level jobs such as retail clerk or gasoline station attendant. He said he had not spent four years in college to pump gas.

A 33-year-old San Francisco woman who quit her job after 10 years as a social worker said she had decided that "being a social worker—helping people—is just not my trip. I want to go back to work, but I don't know when."

David Block of Phoenix, Ariz., 32, last worked full time in 1971. He survives on periodic part-time jobs and small gifts from his parents.

"I decided a long time ago in college that I wouldn't work at something with an exchange value for the future," he said.

"Unless the work has some real meaning in the present for me, I just don't want to do it. And since I don't know of any work that has real meaning in the present, this is enjoyable. I don't like to work. After being trapped in school all those years, being trapped in a job was more than I could take."

Mr. Erger, the Philadelphia C.P.A., said he liked to work but would be cautious about taking a job.

"Basically, you have to work for living," he said, "but what you do, you should enjoy."

REWARDING JOB SOUGHT

Marion Garza, a 31-year-old divorced mother of two who resides in a Philadelphia eight-bedroom home with four other women and two men, lives on a $200 monthly child support payment from her ex-husband and occasional odd jobs. She does not want a full-time job unless it is personally rewarding.

"A job is something I do in order to do the work I feel is important," she said. "I believe in work. I have nothing against work. But I don't feel people should have to work for the profit of other people."

Mr. Landsberg, the 37-year-old Southern California who has a Bachelor's and Master's degree from the University of California, Los Angeles, and still studies there, says he registers primarily only to qualify for his $270-a-month G.I. benefits.

"I also get college loans and grants; you can really make good money as a student," he said, noting that a shrewd graduate student can obtain up to $10,000 a year in Government and university aid without trying very hard.

He spends his days reading, watching the world's best Scrabble players, Landsberg said. He says he is one of the world's best Scrabble players.

"Work is the opiate of the masses," he said. "If you must work for something, it's not worth having. I don't believe in things—possessions.

"There are only two kinds of people who are happy—those who have so much that no matter how much is taken from them, they still have plenty, and those who don't have anything. Those in the middle are the unhappy ones. That's why I say: Don't work, enjoy life."

[From the Chicago Daily News, June 1, 1976]

BARBER SCHOOL PROBE FOCUSING ON VA OFFICIALS

(By Phillip J. O'Connor)

A number of Veterans Administration officials have become targets of a federal grand jury investigation into fraud schemes by barbers and beauty schools, The Daily News learned Tuesday.

The VA officials are suspected of taking payoffs to permit the alleged frauds that so far total $6.7 million and could go higher as the inquiry expands, investigators said.

Seven persons, including the president of a South Side barber college, were indicted last Tuesday in an alleged scheme to defraud the VA of more than $1 million.

The money involved alleged illegal payments received by the Tyler Barber College, 6331 S. Cottage Grove, for a number of students enrolled under the GI bill.

The students included six men indicted with the college's president, Percy Copeland, 45, of 4718 W. Adams, who the government said received $375,000 in illegal payments from Dec. 1, 1972, to last July.

The six indicted students did not attend the college the required number of days to qualify for educational payments, but were receiving from $300 to $400 a month, investigators added.

In the wake of the indictments, 13 other veterans stepped forward and pleaded guilty to fraudulently receiving Government money.

U.S. Atty. Samuel K. Skinner and William Elsbury, chief of Skinner's Governmental Fraud Unit, urged other veterans who had defrauded the government to do likewise.

Skinner said the 13 were charged with misdemeanors, were cooperating with the government and would probably be recommended for probation as a result.

Skinner and Elsbury declined comment on the new phase of the inquiry involving VA officials.

However, federal investigators said it would have been virtually impossible to operate the widespread fraud schemes in barber and beauty schools without the knowledge of VA officials here.

Four other barber and beauty schools are under investigation by the grand jury.

Investigators said the inquiry then will expand to include other vocational schools that are suspected of defrauding the federal government through GI educational programs.

[From the Stars and Stripes-The National Tribune, June 3, 1976]

CITRUS COLLEGE VETERANS SQUEEZE CA VETERANS ADMINISTRATION BACK

(By Lindajo Creel)

If you recall last issue, the VA had suspended vets checks to 1,050 vets at Citrus College. Larry Evans, President of the Veterans Association there had led the Vets Club into court where they sued the VA for this action. Well, they won the case! Thanks to Larry, this trial has set precedent for other colleges to follow if the VA tries to juice any more vets in the future. No thanks to Tom Hayden, whose campaign press release states that he met with the vets to confront the VA. He never did. One of his press people came to get the story for Hayden's campaign goal of securing the vet voting block. Larry says he pointed out this error to one of Hayden's campaign people. He sums up his feelings about this: "Tom Hayden is an opportunist. He sold out during the Vietnam War and he's still selling out the vets."

In Judge Ervin Hill's courtroom, section 211A of the VA code was completely over-ruled to make way for the vets' fair hearings. A preliminary injunction was passed on the VA. The VA can no longer withhold a vet's check without prior notice to the vet. They must give one month's notice in writing. A vet has the right to see his records and to understand why this action has been taken against him/her. He/she has the right to reply to the VA in writing, and the right to a fair hearing. In the meantime he/she would continue to receive educational benefits until any illegal activity on the part of the Vet's record has been proven.

As Judge Hill proclaimed, "Section 211A cannot be construed to deny any veteran his due process under the constitution". The Judge also said that the VA's policies are not in keeping with the lip service this country gives of revering veterans.

The VA made a last attempt in court by claiming "sovereign immunity", but of course all the Judge had to say was something to the order of "Remember the U.S. vs. Nixon?"

The VA is considering bringing its case to the Supreme Court to be appealed.

Judgment was also passed against the college, but they settled out of court in regard to re-structuring the course curriculum policy. It had been the policy to make a notation on a student's grade report that the student is a vet. But this policy has been abandoned. The college administrators will revise their course policy for all students, not just the vets, who must meet the VA's Standards of Progress.

The State division of The American Legion has passed a resolution condemning the VA for its rash action. They have also announced they might pay the Vet Club's lawyer fees, but we'll see.

The vets have had their first two wins. They received $10,000 cash from the college, and they won against the VA's heavy hand.

Community colleges set up their own regulations in regard to course policies. But the nineteen universities of the UC system are unified under a set of regulations which prevent such problems as those of Citrus College's from taking place.

The college is held responsible for notifying the VA of all veterans who are failing to make satisfactory progress according to the VA's Standards of Progress. It's not a problem of college certification, but of Standards of Progress when the school doesn't indicate that students aren't attending classes. An example of a problem student would be someone who is collecting benefits for 12 units til the last days, then drops to get credit for only 8 units.

Problems arise when the school is not evaluating a student's record correctly as to how many units the student needs to graduate. If the student needs more or less units than the evaluation would indicate, there is a problem. Also, if the student is not following the educational objective he/she chose and has an excessive number of elective units. Graduate students in particular must adhere to the requirements of their department. All students must immediately register any change of program or status with the VAO.

According to the UC system, courses cannot be repeated for no credit. A student may not receive a "W" for withdrawal up to the last day of class. Marks of "W" and "RD" are not included in progress point computations. A "W" means "withdrawal" because of circumstances beyond control.

The tentative VA-to-school policy would be that the school would notify the VA of the student's unsatisfactory progress. The student is not formally notified of his/her poor Standards of Progress. There is simply a notation on the grade report. The student is then notified of a counselling appointment, and placed on academic probation.

The Office of Admissions and Records publishes an informative detailed yellow bulletin called "Probation, Disqualification and Reinstatement for Undergraduate and Unclassified Graduate Students", which "determines a student's eligibility to remain in attendance at the University, both overall quality of performance (as measured by his total grade points and his cumulative grade point average) and current progress toward his objective (as measured by progress points)." The following information comes from this bulletin:

The progress point scale is the same as the grade point scale for letter grades (A, B, C, D, F) but augmented by the assignment of two points per unit for the CR grade and no points for the NC grade. The marks below carry progress points as follows: A–4 per unit; B–3 per unit; C–2 per unit; D–1 per unit; F–0 per unit; CR–2 per unit; NC–0 per unit; I–Not considered in progress point computation for one calendar year; I–0 per unit for "I" marks not cleared within one calendar year; SP—Not considered in progress point computation for one calendar year; and, SP–0 per unit for "SP" marks not cleared within one calendar year.

VETERANS SUPPLEMENT TO STANDARDS OF PROGRESS

Veterans may not repeat the same course and utilize that course as part of their unit load for VA Educational Benefits unless: 1) they have previously received the letter grade of "F" and/or 2) the school's catalog specifically states that same course as a requirement for graduation.

[Reprinted from an article by Lindajo Creel, Editor, Veteran's Gazette, Humboldt State University, Arcata, CA 95521]

[From the Gazette Telegraph, Colorado Springs, Colo., June 4, 1976]

VA CHECKS CONTINUALLY MIS-ROUTED

(By Ray Broussard)

Mrs. Lavinia R. Valdez, 1427 E. Madison St., has attempted without success for 9 months to have her husband Robert's Veterans Administration (VA) disability check mailed to the right address.

"They keep sending the monthly check to our former address and not to our bank where I assigned it to go," she said. "It is so aggravating I contacted our congressmen and senators in Washington but still it is not going to the right place. I don't know what else to do.'

She said local VA official John Gaylord didn't find any difficulty in telling her what to do.

"I guess he was fed up with hearing from me," she said. "He told me maybe I ought to get in touch with President Ford or (newspaper columnist) Jack Anderson. That was a lot of help."

"I was just being a little bit facetious," said Gaylord. "Actually I was never tired of hearing from Mrs. Valdez, I was just frustrated that nothing seemed to be getting through to VA officials to affect the changes of address for Mrs. Valdez."

Gaylord said the first set of delays occurred when Denver VA officials rejected the original change-of-address because it was signed by Mrs. Valdez and not her husband. She had been declared the legal guardian of her husband and Gaylord knew this, but Denver officials did not.

"So we got that straightened out," he said. "But, now, for the past months the VA computer in Austin is rejecting the change-of-address for the Valdezes.' Normally, this is a routine procedure, but I just don't know what the heck the problem it."

In any case, Gaylord said, "we are working to straighten it out and I hope it goes to the right address before too much longer. I'm like the Valdezes, I don't know how much more of this I can take either."

The Valdezes' problems began about Sept. 1, 9 months ago when they moved from Apt. 110 of the Chateau Apts., 355 S. Union, to their present address on Madison. But because she wasn't too keen on having the VA check mailed to their home Mrs. Valdez went through the process of assigning the check's delivery to their deposit at the American Heritage Bank.

That's when the problems began, she said.

"For some reason that we have been unable to find out the VA office in Austin (Texas) continues to send my husband's monthly disability checks to our old apartment address. And then the checks have to be routed through Pueblo before we get them on or around the fifth of each month."

No matter what she has done, she said, the checks continue to go to the old address each month.

"I am not that disturbed when the checks come in," she said. "I just would like to have them go to the bank. We filled out all the forms with the VA office and you would think after all this time somebody could get something straight."

It has frustrated her so, she said, that she has called the Denver offices of Colorado Sen. Floyd Haskell and Rep. Pat Schroeder.

"That was a complete waste of time and it cost me for the long distance phone calls," she said.

She said Gaylord told her he contacted the Denver Regional Office of the Disabled American Veterans through an official identified as Jerry Steelman.

"But that hasn't done any good, either," she said. "No matter who we get in touch with nothing seems to help."

Her biggest fears she said, is that the checks will either be lost or stolen during the lengthy transit period of re-routing.

"We depend so much on those checks," she said.

She said her husband receives a 100 percent disability check from the government because of service-connected wounds during World War II. He is a Purple Heart holder.

[From the Christian Science Monitor, June 4, 1976]

FRAUD IN VETERANS' EDUCATION?

JUSTICE DEPARTMENT EXPECTS INDICTMENTS

(By Robert M. Press)

CHICAGO.—Some 1,345 Chicago-area veterans have been getting monthly GI Bill checks to attend a barber college licensed to accept only 40 students—and the U.S. Justice Department says fraud, not overcrowded classrooms, is the problem.

Tyler Barber College here has been indicted in a U.S. district court for allegedly encouraging veterans to enroll, but not attend classes, so the school could collect tuition and the veterans pocket remaining federal funds intended for living expenses.

Similar indictments are expected soon, according to Justice Department sources, in connection with a beauty school in San Juan, Puerto Rico. The department is investigating other cases in New York, Los Angeles, and Chicago, as part of a broadening, nationwide investigation into misuse of federal funds for veterans' education.

"I think on a nationwide basis, it (such fraud) is on the large scale," says Alexander Kerr of the U.S. Attorney's staff in Chicago. Usually both the school and the veteran are involved: "it takes two to tango," he added.

About $1 billion of the $6 billion the Veterans Administration (VA) will pay some 3 million veterans this fiscal year (ending June 30) for education and training is to go to veterans who are not eligible for such benefits, according to VA statistics.

Such "overpayments" have increased about 100 percent over the previous fiscal year, even though the total paid in education and training benefits has increased by only about 30 percent during that period. The VA says it eventually collects from the veterans about three-fourths of the overpayments.

According to the Justice Department and the VA, the most common problem occurs when a veteran drops some or all of his courses and the VA is not notified promptly. Payments continue until the VA catches up on the case.

A veteran who is single can receive $270 a month in education benefits, but must attend classes (in the case of trade schools) or continue to make academic progress at a 2- or four-year college to remain eligible. If a veteran misses classes excessively, or is on the way to flunking out, the school is supposed to notify the VA so VA counseling can be offered or payments stopped.

But fraud may turn out to be a more widespread cause of the problem than previously thought.

"We're turning over the iceberg" with the Justice Department and expanding VA probes into the matter, says Martin Carlin, executive assistant to the comptroller at VA headquarters in Washington, D.C.

A professor at a college in Worcester, Massachusetts, told this newspaper a veteran who had enrolled in his class but never attended requested a grade of F instead of W (for withdrawn). The veteran explained if he got a W he would not continue to get VA benefits, but he would with an F.

Rufus Wilson, chief benefits director for the VA, said in a telephone interview he was not familiar with this kind of case but would look into it to see how widespread it might be.

The crackdown by the Justice Department and the VA may have encouraged more schools to report to the VA when veterans are getting checks but not attending classes or making progress, says Mr. Carlin. VA teams are checking schools closer, but unlike trade schools, two- to four-year colleges are not required to take attendance.

Under federal law the VA is required to have a certain number of veteran representatives monitor the progress of veterans receiving educational assistance. But the Ford administration has not allocated some $30 million to hire the additional 1,600 veteran representatives required by the format of the law, says Vance Hartke (D) of Indiana, chairman of the Senate Veterans Affairs Committee.

In view of the $1 billion in annual overpayments of benefits he called this failure to hire the people "penny wise and dollar foolish."

[From the Gazette Telegraph, Colorado Springs, Colo., June 4, 1976]

EPCC MAY STILL BE LIABLE FOR VA OVERPAYMENTS

Dr. Donald W. McInnis, president of El Paso Community College, said Thursday there is "certainly a possibility" that the college may yet be ruled liable for some overpayments of Veterans Administration (VA) benefits to EPCC students.

At a press conference marking his first year as president of the college, McInnis said that a ruling is expected as soon as next week from the VA adjudicator in Denver as to whether some overpayments may be waived and whether the students or the college will be liable for repayment in each veteran's case.

The problem of overpayments to some veteran students surfaced largely as a result of a 100-percent audit of veterans records by the VA at the college earlier this year. Causes for overpayment were varied, including repeat courses, courses not approved by the VA as part of the veteran's course of study, enrollment in non-approved courses, and improper certification procedures by the college concerning veterans in one-year certificate programs.

McInnis said the college has taken steps, some even before the audit, to assure that the college was certifying students for VA benefits in conformance with all VA regulations. The college also had advised some students who had been overpaid to apply for a waiver from the VA, which would free them from liability for repayment.

The ruling expected next week will state which waivers have been approved and whether the individual veteran or the college will be liable for repayment in the cases in which VA decides to collect.

McInnis said that if the college is ruled liable for overpayment, it will be up to the state board of community colleges to put together a defense on behalf of the college.

Meanwhile, the effect could be "devastating" to the college if it is ruled liable for some of the overpayments, depending on the extent of liabilities he said.

He stressed that there would be "no danger" of the school closing, however. He also said that the college is not worried about losing any future VA benefits for students. "The VA would have done that already (withdrawn support from EPCC students) if it intended to do so," he said.

McInnis also stressed that the college has done the best it could, under guidelines from the VA, to certify students in conformance with VA requirements. He said he felt that the VA should have assumed more responsibility than it has in the past in providing explicit guidelines and interpretations for the college to follow.

He said he felt that guidelines and interpretations will be made more clear by the VA in the future, however. He said that since the audit, the college has asked for and has received clarification on 10 different areas of the certification procedures for which the college is responsible.

[From the Chicago Sun-Times, Chicago, Ill., June 4, 1976]

(Editor: Thomas H. Sheridan)

Q. My husband's life is being turned upside down by the Veterans Administration. He was one month away from getting his diploma from Tyler Barber College when the VA decided the school didn't meet its requirements. My husband passed the state barber's exam with high grades and he'd like to continue his education. When he applied for more benefits, VA turned him down and also said he owed VA over $4,800 in overpayment charges for the money paid to him while he was attending Tyler. I'd hate to see an aggressive, determined and talented man go down the drain because of some stupid VA red tape.

WIFE.

A. Your husband's case was so unusual that the VA made a special exception, waived the overpayment charge and reinstated his right to educational benefits. He was one of 11 out of 1,345 Tyler Barber students who received a barber's license. For the other 1,344 veterans enrolled at Tyler, the story is quite different. Recently the president of the school and six vets were indicted by a federal grand jury for fraud. The rest of the students enrolled will also be investigated for possible fraud on an individual basis. Tyler was authorized by the state for an enrollment capacity of 40, of which 34 were to be veterans. The VA discovered the student population had grown from 41 in late 1972 to 1,345 in 1974. So the VA has demanded that each student involved repay the money received while supposedly attending classes. After the U.S. attorney's investigation is over, vets who were not indicted can ask the VA to waive the charge. Although most of those enrolled could not have been attending classes, apparently some of them were. Meantime, the vets under the investigation are still eligible for educational benefits if they haven't used their maximum allotment. But the overcharges will be deducted from their stipend unless a waiver is approved.

[From the Sentinel Star, Orlando, Fla., June 5, 1976]

COLLEGE HALTS VA WORK VIOLATIONS

(By Jeff Kunerth)

Jones College, with veterans constituting about 90 per cent of its 1,700 Orlando campus students, has used Veterans Administration-funded work-study students to patrol parking lots and paint class-rooms in violation of federal rules.

However, Mrs. Ouida Kirby, the school's vice president, said the violations were stopped in May after an investigation by the Veterans Administration. She said the school was unaware work-study students could not be used as security guards and painters.

"I can honestly tell you the only two areas we have ever been questioned on are these, and they've been stopped," Mrs. Kirby said.

The investigation of the college by the Veterans Administration, however, also turned up one instance in which veterans' officials said work-study students helped tear out carpeting in the school.

Mrs. Kirby denied that allegation.

"The carpet layer laid the carpet himself," she said. "He was not helped."

Under Veterans Administration guidelines, work-study students can only be used to recruit other veterans for the school and to work at school jobs that directly help veteran students.

The work-study students are not allowed to supplement or replace regular college employees.

Mrs. Kirby said the work-study students painted the classrooms in April because there was not enough work for them to do in veteran-related jobs around the school.

"These were students who had hours they needed to use up. It was the end of the quarter, and it was the only work available," she said.

The students patrolled the parking lots because of a rise in vandalism and thefts from automobiles, Mrs. Kirby said, but were employed at the same time in other veteran-related jobs.

Work-study students are paid $2.50 per hour and work up to 250 hours per term—the school year is divided into quarters—until they have reached a maximum of 750 work hours annually.

Payments for the first 100 hours are made before the student has done any work, Mrs. Kirby said. After that, a student must work 50 hours before he is paid again.

The school now employs about 15 veteran work-study students, but at one time the school had as many as 26 work-study students, said David Crow, administration representative for Jones.

When the school found out it didn't have enough work for that many students, the number was decreased the next quarter, Crow said.

Carlos Rainwater, assistant director of the Veteran Administration offices in St. Petersburg, said the improper use of the work-study students is not severe enough to penalize the college.

"They were doing these things that in my opinion were not in accordance with the law. It certainly wasn't severe enough to jeopardize the work-study program at Jones College," Rainwater said.

Rainwater said he and other investigators from the St. Petersburg regional office interviewed Jones College work-study students in late April about the school's program after the Veterans Administration received a letter complaining of abuses in the program.

[From the Grand Forks Herald, Grand Forks, N. Dak., June 6, 1976]

SEVERAL AREA VETERANS INVESTIGATED FOR ABUSING GI EDUCATIONAL BENEFITS

(By Anne Valentine)

There have been 15 to 20 "serious abuses" of educational benefits by area veterans in the past year, according to Irwin Noll, director of the Veterans Administration (VA) center in Fargo.

Noll said those cases involved overpayments for more than two months of GI Bill educational benefits.

He said five cases have been referred to the FBI in Fargo for investigation of possible fraud and later could be heard in court.

Noll's office oversees payment of educational benefits to 4,465 student veterans in North Dakota and 15 northwestern Minnesota counties. The center recently held a seminar to tell educational officials how to minimize abuse of the system.

A General Accounting Office (GAO) report released in March said the VA has overpaid $1.4 billion in educational benefits in the last ten years. A total of $412 million was overpaid from June to December, 1975, the report said.

Fargo VA official Orville Lindstrom, who investigates abuses of benefits, estimated $13,000 to $14,000 was overpaid to area veterans in the past year.

The GI Bill grants single student veterans $270 per month, married veterans $321 per month, married veterans with two dependents $366 per month, and another $22 per month for each additional dependent.

A college or training school may be held liable for overpayment of those benefits if it is negligent in reporting a veteran's status or if it is not accredited by the VA.

No such cases have occurred in North Dakota or northwestern Minnesota, Noll said.

He said repayment plans have been arranged for most overpayments to veterans, adding that his office "gives the veteran a break" in making repayment terms easy to meet.

James Murphy, head of the Office of Veterans' Affairs at the University of North Dakota, said two cases of serious overpayments have occurred at UND in the past year.

Murphy's office issues a check for up to two months of benefits when a veteran indicates he plans to enroll at the University within a month.

"He could escape to Mexico with the money for all the controls we have on him," Murphy said.

He said one UND veteran in the past year has collected a check and then not enrolled.

Murphy said his office checks regularly throughout a semester to make sure veterans drawing benefits haven't dropped out of school.

But it is possible for a veteran to stay enrolled, collect benefits, and yet not attend classes, without his office being aware of it, Murphy allowed.

He said a recent example of such a case involved a veteran who received all failing grades in his classes and will not be eligible for future benefits until he consults with a VA counselor.

Recently tightened regulations at UND require student veterans to maintain close to a C grade average and avoid showing "patterns of withdrawal" from classes to remain eligible for benefits.

Regulations also require veterans to notify Murphy's office when they drop courses and fall below 12 credit hours. Benefits should be reduced in that case but Murphy said about 20 per cent of veterans dropping courses don't notify his office of their new status.

He said many small overpayments are due to a time lag between his office finding out a veteran's benefits should be cut or reduced and notification of the VA in Fargo, which issues benefit checks after the first one.

Some overpayments are kept by veterans only because of financial hardship and most are eventually repaid, Murphy said.

He said veterans who keep checks to which they aren't entitled may be expressing dissatisfaction with the VA and the United States government which Murphy says is widespread among Viet Nam era veterans.

"They just may figure the government owes them that money," Murphy said.

[From the Cleveland Press, Cleveland, Ohio, June 7, 1976]

VA WAIVES MANY OVERPAYMENTS

WASHINGTON.—Despite spending nearly $10 million a year to collect overpayments of veterans educational benefits, the Veterans Administration (VA) winds up waiving $16 million to $30 million annually as uncollectable.

VA's collection system involves a network of 400 employees who strive to regain excess benefit payments.

These and additional criticisms of the VA veterans program were discussed during the latest in a series of congressional hearings chaired by Cong. Ronald M. Mottl.

Testifying for the VA yesterday was Rufus H. Wilson, chief benefits director, who disclosed the extent of uncollectable overpayments.

He said these amounted to $16 million in fiscal 1975 and $30 million in fiscal 1976 and that they represent about 25 per cent of each year's total overpayments.

Mottl and Wilson engaged in a heated discussion about VA's practice of making prepayments to veterans for education purposes. Mottl argued the VA should return to its previous practice of paying benefits after veterans have completed each month's educational requirements. Wilson said the prepayments should be continued, at least until the fall semester.

[From the Chicago Defender, June 8, 1976]

HINT VA CHIEFS LINKED TO FRAUD

(By Robert McClory)

U.S. Atty. Samuel K. Skinner said Monday there is a strong possibility that Veterans Administration officials in Chicago or Washington are involved in a $6.5-million fraud at four Southside beauty and barber colleges.

"It is impossible for me to believe someone in VA didn't know what was going on and condone it," said Skinner during a meeting with the Defender staff. "I intend to get behind and beyond what has so far been revealed."

In an effort to get the big fish, he said his office is prepared to go easy on the estimated 2,500 Vietnam veterans who allegedly collected $250 to $350 a month in benefits for attending these vocational schools, but in fact never showed up. About 96 per cent of the veterans involved are black, and Skinner admitted he does not want the public to think he is selectively prosecuting only blacks.

"We believe other schools are guilty too," he said, "but at this time our evidence is only on four (black owned) schools."

The major focus to date is the Tyler Barber College, 6531 S. Cottage Grove, which reportedly had 1,308 veterans enrolled in December, 1974, although the school was authorized to handle only 40 veterans and had only 12 barber chairs. Many of the students also hold full-time jobs with the CTA or the Chicago police. Skinner said some 150 of the 200 bus drivers at one Southside CTA barn were enrolled at Tyler.

The school's president, Percy Copeland, is charged with conspiracy to rip off more than $750,000 from the VA.

So far, said Skinner, the veterans who have been implicated are "extremely cooperative" and "many confessions have been made." If a guilty veteran cooperates in the investigation, he said, his office has agreed to reduce the charge against him to a misdemeanor, to recommend probation, and to encourage his present employer not to fire him. In the case of guilty Chicago policemen, Skinner conceded the question of job retention is "more difficult."

The suspected veterans are being contacted in groups of about 10 or 20 and invited to come in and testify. One U.S. District Judge, James Parsons, has been appointed to handle the pleas, and Skinner said Parsons' involvement may blunt any charges of racism in the prosecution. Further indictments of beauty schools and their students are expected soon.

Skinner said a VA official from Washington has been summoned to testify before the grand jury about the case. "Maybe this fraud happened through mismanagement or maladministration," he said, "but it was so large, it's hard to believe higher ups did not condone it. They're the ones we're really after."

[From the Orlando Sentinel, June 5, 1976]

College Halts VA Work Violations

(By Jeff Kunerth)

Jones College, with veterans constituting about 90 percent of its 1,700 Orlando campus students, has used Veterans Administration-funded work-study students to patrol parking lots and paint classrooms in violation of federal rules.

However, Mrs. Ouida Kirby, the school's vice president, said the violations were stopped in May after an investigation by the Veterans Administration. She said the school was unaware work-study students could not be used as security guards and painters.

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The investigation of the college by the Veterans Administration, however, also turned up one instance in which veterans' officials said work-study students helped tear out carpeting in the school.

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The school now employs about 15 veteran work-study students, but at one time the school had as many as 26 work-study students, said David Crow, administration representative for Jones.

When the school found out it didn't have enough work for that many students, the number was decreased the next quarter, Crow said.

Carlos Rainwater, assistant director of the Veterans Administration offices in St. Petersburg, said the improper use of the work-study students is not severe enough to penalize the college.

"They were doing these things that in my opinion was not in accordance with the law. It certainly wasn't severe enough to jeopardize the work-study program at Jones College," Rainwater said.

Rainwater said he and other investigators from the St. Petersburg regional office interviewed Jones College work-study students in late April about the school's program after the Veterans Administration received a letter complaining of abuses in the program.

[From the Oregonian, Portland, Oreg., June 15, 1976]

OSWEGO WOMAN DRAWS FINE FOR ROLE IN VA FRAUD PLAN

U.S. Magistrate George Juba placed Hazel Shiley of Lake Oswego on five years probation and fined her $1,000 Monday in connection with a scheme to defraud the Veterans Administration.

In addition, Juba directed that she spend 80 hours in unpaid tutoring work in the community as part of the sentence.

A codefendant, Bennie White, 61, of Milwaukee, was placed on three years probation. Juba, after learning the defendant was unemployed, said a fine in his case would be "fruitless."

The two pleaded guilty to submitting false documents to the Veterans Administration—a misdemeanor—while they were working for West Coast Training Services. An original indictment charging conspiracy to defraud the Veterans Administration was dismissed.

According to the U.S. attorney's office, the scheme involved enrolling veterans in a correspondence course teaching the operation of heavy equipment, then providing them with correct answers to test questions. The government contended the veterans did not actually complete the course or receive instruction, but that certification was made saying that the veterans had completed the course so that they would be reimbursed for the cost of instruction.

West Coast Training Services is now known as West Coast Training, Inc., and is under new management. Les Keigard, president of the firm, said neither of the two had been employed by the firm for about a year and a half.

[From the Daily Iowan, June 30, 1976]

VET GROUP SUES UI TO PREVENT BENEFIT DELAY

(By Tom Carsner)

A possible change in UI policy resulting in the delay of GI Bill payments has caused three members of the UI Veterans' Association to file suit against the UI.

Dan Schoon, A1, Chester Oszman, E4 and Steve Deusinger, A2, filed suit in Johnson County District Court Tuesday, seeking an injunction against the possible implementation of the policy concerning educational benefits for veterans. No hearing date was set.

If the new plan becomes effective, payments for the third quarter of July and all of August and September would be lumped together into one check to be received in mid-September. Presently, veterans at the UI are paid the first of the month year-round if they are registered for the fall, spring and summer sessions.

UI Asst. Registrar Norlin Boyd said he is not sure if the new policy will be implemented. National and regional Veterans' Administration offices have discussed the possibility of such a change with Boyd for almost two months, he said. As of yet, he added, no decision has been made. Boyd said it will not be possible to tell what will happen until checks do or do not arrive—with or without the full or partial payment—for July.

UI Veterans' Association President Jim Engler said, "The change was unnecessary and it exemplifies the callous disregard the university shows for the veteran's viewpoint."

Boyd confirmed that he did not inform the veterans of the possible change until a letter, dated June 11, was sent to all UI veterans informing them of the action. No previous notice was given, Boyd said, because it was, and still is, only a possible change.

The suit charges the UI with denial of due process for veterans by the way in which the change came about. Under the Iowa Administrative Procedures Act, a rule change by a state agency can only come 35 days after a public meeting on the issue, which cannot be held until a previous 35-day period following public notification of specifics of the change.

Engler said he had no knowledge of the action until veterans began coming into his office, asking for an explanation shortly after the June 11 letter was sent out.

Oszman said, "After a long period of non-communication between (Boyd's) office and the (veterans' association), there is no other way besides legal action to force communication between the groups."

Deusinger said, "I had to drop out of school once before because of an administrative screw-up and I don't want it to happen again. I'm doing it for all the veterans on campus, because there isn't a single vet who wants to get shafted."

Five years ago, the VA began paying students in advance. Previously, a check received the first week of the month was for the previous month's expenses. Also, universities began certifying the veterans' enrollment for the entire length of their program. This allowed veterans to receive monthly payments throughout the year.

For the '75–76 school year, the UI switched to a policy of one-year enrollment certification, which caused the possible accumulation of money over the summer months.

Boyd cited a new VA policy as the reason for the change. Beginning this fall, the VA will hold both the veteran and the university liable for rectifying mistakes in the issuance of money. Previously, only a veteran whose lack of attendance or leaving of school without notifying the VA was held responsible for paying back the improperly used portion of GI Bill funds. Engler recalled the case of a Florida junior college that fraudulently collected almost $1 million in payments before the error was discovered.

According to Boyd, the one-year certification plan reduces the margin of error for the UI administration. The longest an error could go undetected would be one year; before, an error could go unnoticed for up to four years.

Engler commented, "The old system (four-year certification) was adequately accurate with fast, computerized reporting of changes in registration."

The new system doesn't necessarily have a lesser error margin, asserted Engler. He cited one liability case at the UI, which he said was attributed to a communication foul-up between two departments. Engler said it amounted to a $6,000 overrun of payments over a 16-month period, when approximately $8 million were paid out to UI veterans.

Boyd pointed out that since the one-year certification program began, seven cases of liability have arisen, all having been settled internally. Boyd added that since the policy was instituted this past fall, there are no statistics from previous years with which to compare these numbers.

Engler said, "Veterans are having to pay for administrative errors or fear of errors."

Boyd said no veteran would be inconvenienced this summer by the possible payment interruptions. An interest-free $200 loan has been arranged through the Financial Aid Office if help is needed. More than the $200 can be borrowed if "sufficient" need is shown, Boyd said.

[From the News Tribune, Tacoma, Wash., July 11, 1976]

AT TACOMA, GREEN RIVER—CC'S ABSENTEEISM IS TARGET OF VA

(By Jonathan Nesvig)

Tacoma and Green River community colleges have been sent letters of potential liability from the Veterans Administration for overpayments of GI Bill benefits to veterans.

The overpayments—$69,000 to TCC students and $61,800 to GRCC students—actually were made by the VA, but the federal agency claims the schools were late in reporting withdrawals from classes by veterans.

Both colleges have asked the VA for an administrative hearing. TCC has been granted a hearing for Aug. 31, while GRCC has not yet been scheduled for one.

The potential liabilities assessed the schools are part of a crackdown by the VA to ensure that colleges more closely monitor the attendance and progress of veterans.

The VA became concerned last year when it was discovered that substantial overpayments were being made to veterans who were enrolled but not attending classes at colleges in Maryland.

Overpayments in this state are currently at about the $2-million level, but the VA eventually will recover about 80 per cent of that, says Richard Murphy, director of the regional office in Seattle.

Since last spring, Washington colleges have been notified of potential liability totaling $500,000. So far none of the colleges has made a payment to the VA.

The VA officially requires that it be notified within 30 days of a veteran's withdrawal, but the veterans coordinators at TCC and Fort Steilacoom Community College say that the regional office permits an additional 15 days of reporting time.

TCC and FSCC, which has not been assessed a potential liability, have instituted monthly attendance checks and do not expect to have liability problems in the future.

GRCC, however, refuses to institute an attendance policy.

"It's not my place to tell an instructor what he has to do in the classroom," said Jon Arnold, veterans coordinator for the Auburn school.

"And I don't think I should run the entire GI population (1,300) through my office. I don't have the manpower or the patience," he said.

(TCC has instructors turn in monthly attendance reports on all students, and the veterans are then sorted out by the veterans affairs office. FSCC requires its veterans to turn in monthly attendance and progress cards signed by their instructors.)

The VA doesn't require schools to take attendance, but college officials see little recourse in order to meet the VA's reporting requirement.

Without monthly attendance checks, a veteran could sign up for classes at a college—GRCC, for example—and then collect VA benefits until the end of the term without attending.

Such blatant abuse of the system—is in Maryland and other parts of the nation—hasn't been a problem in this state, says VA officials.

Of the State's 32,000 recipients of GI Bill benefits, the VA estimates only about 5 per cent have attempted to cheat by enrolling in classes without attending. The veterans coordinators at the area community colleges estimates the figure at between 1 and 3 per cent.

A major source of overpayments here, the veterans coordinators said, has been students who dropped out of classes and then forgot to notify college officials of their withdrawals.

Checks continued to arrive in the mail and the veterans, despite routine warnings to the contrary that accompany the checks, cashed them. Most of the recipients, the veterans coordinators said, apparently thought they were entitled to the money since it was sent to them.

The overpayment problem has been compounded by the fact that the VA mails checks to veterans at the beginning of the month. If a veteran drops out before the end of the month, an overpayment has been made.

The veteran is liable for the overpayment, but in the event the VA is unable to collect from him, the school is held liable.

Regional director Murphy said "80 per cent of our overpayments are self-liquidating by subsequent re-enrollments." When a veteran does re-enroll, payments are withheld until the overpayment has been made up.

(A veteran with no dependents receives $270 a month. A veteran receives $321 if he has one dependent, $366 if he has two, and $22 for each additional dependent.)

Dr. Harold Heiner, assistant director for student services of the state Board for Community College Education, sharply criticized the new regulations.

"We're caught trying to follow veterans around and I maintain that's not our job," Heiner said.

"I think the primary responsibility for attendance should be shifted right to the veteran."

Heiner also questioned the need to keep attendance.

"What really matters is whether or not you succeed in the course," he said.

Although GRCC's Arnold believes taking attendance for all veterans is out of the question, he has begun requiring veterans who have not notified the college of a withdrawal to turn in monthly attendance cards.

If the veteran fails to comply, Arnold doesn't certify him with the VA.

If GRCC were found to be liable for the $61,800, would it be able to pay?

"Hell, no," Arnold said. "Are you kidding? There's no way Green River could handle that. We couldn't even pay back a dollar's worth."

There's a good chance the school won't have to pay the full amount—and perhaps any of it.

Heiner said the potential liabilities of other colleges have been rolled back considerably.

In addition to the new requirements, Arnold also is critical of the VA in general.

"Green River has never been invited to the VA," he said. "We've never been told what the VA wants or how to do it. It's like on-the-job training. You make a mistake and then adjust."

Richard Stracke, veterans coordinator at FSCC, said although the veterans are complying with the attendance policy, the consensus "is that the veteran is being treated like a child."

Last year, both TCC had FSCC had about 1,600 veterans for students.

At PLU and UPS, where the veteran populations are much smaller because of higher tuitions, the attendance of veterans has not been well kept.

[From the Valley News Dispatch, New Kensington-Tartentum-Vandergrift, Pa. July 12, 1976]

OUR OPINIONS: CONGRESS ACTING TO END OVERPAYMENTS TO VETS

A GOOD PROGRAM ABUSED

Overpayments to veterans attending school and college last year totaled more than $800 million. That's a tremendously big amount.

These overpayments result, the government says, from veterans dropping out of school or reducing their study load without notifying the Veterans Administration to cease or reduce payments.

No one has suggested outright fraud, but there is a hint of it, a hint of abuse of the program designed to ease the return of a man who has served his country to civilian life.

The veterans education program has been of such great benefit to so many that no one wants to criticize it over much. It should be continued. But the loopholes and careless administration must be remedied.

With 11 months of the past fiscal year tabulated, overpayments in the program totaled $813 million, nearly double the $446 million of the year before. Part of the increase was attributed by the VA to publicity that brought to light numerous previously unknown overpayments.

Right now, $410 million is owed the government, compared with $60 million uncollected in 1973, according to the VA.

A bill in Congress is now nearing passage which would halt advance payments to vets in school except in hardship cases.

Then, if a veteran drops out of school, it'll be at his own, not the government's expense. If he knows he'll have to complete the course in which he's enrolled successfully, he'll be more likely to succeed.

While it's true that some veterans may face problems as a result of the new legislation, it's necessary to end the abuses and, moreover, it will be a stimulus to most.

[From the Contra Costa Times, Walnut Creek, Ga., July 15, 1976]

REPORTER'S NOTEBOOK—VA HELPING THE POOR GET RICHER

(By Tom Martens)

WALNUT CREEK.—There's a kind of Christmas-in-July pleasure in receiving nice, tax-free money in the morning mail.

But a recent $147 check from the U.S. Veterans Administration (VA) for education benefits sits on my desk like a lump on coal.

The check came last Friday and capped a year-long, often strange battle I've had with federal computers in Minneapolis and Kansas City.

The check meant I lost the battle.

It all started last summer.

After deciding to take a few summer school courses at the University of Wisconsin-Madison, where I then lived, I applied for G.I. Bill benefits to pay expenses.

My normal benefits from a two-year stand in the U.S. Navy had already been used earning an undergraudate degree. (The veteran gets a month and a half of benefits for every month spent in the service.)

But last summer, President Gerald Ford allowed veterans to claim a few more months of benefits beyond the regular allotment.

So off I went to the veterans' office.

Ten minutes, four forms later, I was on my way to receiving $275 per month in benefits for the 12-week summer session.

This was two months before that session was to begin—plenty of time I figured for the VA to process the paperwork.

Summer school began.

I registered, paid the $168 tuition, $34 for books, $15 for lab fees, bought a spiral notebook and new wooden pencil.

Three weeks into summer school, the G.I. Bill checks hadn't arrived. So I went back to the veterans' office.

The man there got on the telephone and wrote letters to find the missing check. I filled out one more form allowing the search for the lost checks.

Two days later, the vet rep called reporting the VA's Minneapolis office had fouled up the paperwork. Some computer mistake.

He apologized for the computer and said the check was being sent to my address.

Two weeks later—now five weeks into summer school—the check arrived.

I was elated.

After paying my school expenses, some rent, buying a few beers and dinner for mostly starving friends, I still had money left over.

Things were looking good.

I finished summer school and continued working on my job as a state capital reporter for a news service.

Then about three weeks after summer school, a check from the VA for $257 for education benefits arrived in the mail.

Since I had already received enough benefits for the summer session, I returned the check to the veterans' office.

An official explained the VA probably suspected I was continuing school in the fall, and advanced money before registration. This is a new VA policy so vets can pay those early semester expenses.

Things were still looking good.

Then about a month after summer school, the VA wrote to inform me their Minneapolis computer inadvertently overpaid veteran number C-23892575 by $585. I quickly recognized my number.

The letter came on a piece of folded computer print-out paper, with perforated holes running along the edges so the machine can feed the paper to computer operators.

On the back of the letter was a long list of "procedural and appeal rights," which outlined a process for appeal of my decision.

So I appealed.

The computer set a hearing date, at 9 a.m. on a Tuesday in Milwaukee—about education benefits sits on my desk like a lump of coal.

But I was working that day so couldn't make the hearing on my claim that I didn't really owe the money.

The veteran's representative told me the next stop was applying for a waiver of the overpayment based on some hardship.

That took another form.

A few months later, the computer quite politely wrote that the appeal for a waiver was being considered by a special appeals board which pardons veterans from payment for such errors.

After another few months, the board wrote that with special consideration for my strangely low income, my honesty in returning the last check, and my concern over the overpayment, the department would only require repayment of $387.

The repayment terms could be set by me.

I decided to pay $5 per month—after all why hurry with the repayment. I would teach that computer a sort of lesson.

I've since made three regular first-of-the-month payments totaling $15.

And have not heard from either computer in Minneapolis or Kansas.

Then I opened the mail to find the familiar green letter with the familiar green check for $147 from the VA.

Perhaps it was some kind of joke—some sordid bit of oneupsmanship by that computer. Perhaps in a fit of rage in the past, I had mutilated a computer card. And it was getting even.

So, computer that wrote VA check number 21,179,743 (some how I suspect you are reading this column), you'd better be on guard.

I'll not cash that check.

And you'll forever search your tape memory banks for the cleared check stub. And you'll search until eternity and never find it.

I'll answer no more of those green letters asking where the check went. I'll not communicate.

And the problem of the lost check to Tom Martens will scramble the electrons in your brain. And heat up your circuits until all your fuses blow.

And I'll have the last laugh.

Ha!

[From the Rapid City Journal, Rapid City, S. Dak., July 12, 1976]

GI BILL ABUSE TARGET OF NEW LEGISLATION

Congress is nearing passage of legislation halting most advance payments to veterans attending school under the GI Bill. Overpayments that have totalled more than $800 million in the past year is the reason for the proposed change in procedure.

The proposal, which would not take effect until next year, is designed to eliminate all advance payments except in hardship cases.

Congress voted in 1972 to pay GI Bill students at the start of each month and to give advance payments at the start of each school year to ease the problems veterans faced at enrollment time.

The overpayment situation is the result of veterans dropping out of school or reducing their study load without notifying the Veterans Administration to cease or reduce payments.

More serious abuses, involving outright fraud on the part of both students and schools, have been uncovered. Some veterans enroll never intending to attend classes. They collect from the government and the school takes tuition money knowing the student is not attending.

With 11 months of the past fiscal year tabulated, overpayments in the program totalled $813 million, nearly double the $446 million of the year before. Part of the increase was attributed to publicity that brought to light numerous unknown overpayments.

At this point, $410 million is owed the federal government compared with $50 million uncollected in 1973.

It is a shame that the actions of a comparatively few veterans may create problems for the many who play by the rules. But $410 million is a lot of money for taxpayers to underwrite without the intended benefits of education and training for veterans being realized.

For that reason we think the restructuring of the GI Bill payment system is justified. We would hope the problems it creates for bona fide and conscientious veterans can be met by schools being willing to extend credit. Lending institutions may also have to adopt more liberal loan policies to tide veterans over the rough spots.

[From the Sheridan Press, Sheridan, Wyo., July 14, 1976]

VETERANS!

(1) If you were discharged after Jan. 31, 1955 and prior to June 1, 1966, you had until May 31, 1976 to use your educational benefits.

(2) If you were discharged after June 1, 1966 you have 10 years from date of discharge to use benefits.

(3) Educational benefits have been increased from 36 months to 45 months for undergraduate study.

(4) Tutorial assistance allowance increased to $60 monthly for 12 months.

(5) Direct loans for as much as $600 per year for educational benefits.

EDUCATIONAL ALLOWANCES PER MONTH FOR SCHOOL ATTENDANCE

	No dependents	1 dependent	2 dependents	Each additional dependent
Fulltime (12 semester hours)	$270	$321	$366	$22
¾ time (9 semester hours)	203	240	275	17
½ time (6 semester hours)	135	160	182	11

Veterans benefits may be used for either day or evening classes at Sheridan College.

Both transfer and career-oriented programs offered at Sheridan College.

Credit may be given for service school experience if it is applicable toward your degree.

Sheridan College is fully accredited by the North Central Association.

Sheridan College has a full-time office of veteran affairs to assist veterans with education programs.

Important: If you are enrolling at Sheridan College for the first time, you should complete a certificate of enrollment form prior to July 16, 1976. This form is available at the College, between 8:30 a.m. and 4:30 p.m. Monday through Friday. Bring your form DD-214 with you. If you follow this procedure you will receive a pre-payment of your first month's GI benefits to pay tuition and fees.

For more information contact Dean of Students at Sheridan College.

[From the Oregon Journal, Portland, Oreg., June 16, 1976]

HUNDREDS OF OREGON VETS CHEAT ON SCHOOL BENEFITS

(By Fred Leeson)

Hundreds of Oregon veterans are collecting Veterans Administration education money and then failing to complete their studies or—in some cases—skipping classes altogether.

The disclosure follows similar findings in the VA education program for veterans across the nation.

"We are finding that in the Oregon community college system it is possible for veterans to go to school and fail or drop out without notifying anybody and keep collecting their money," according to Grady Horton, assistant director of the VA's regional office in Portland.

However, Horton says the Oregon problem is not as serious as in other states, and that the VA and the schools are taking new measures to cut down on the cheating.

At Mt. Hood Community College, about 10 per cent of the school's 1,600 veterans earn fewer credits than they sign up for, according to Alan Goodell, director of admissions. And about half of those students earn no credits at all, he says, although they have continued to collect benefits.

Horton says those percentages are "about on the mark" for the 15,000 veterans going to college in Oregon on VA funds.

Under the VA program, an unmarried veteran can collect up to $270 a month—paid in advance—if he is registered as a full time student. Married students with families can collect even more.

Washington columnist Jack Anderson reported last year that veterans were collecting millions of dollars across the nation from the VA while playing hookey from classes.

As a result of Anderson's article, the VA has been making "compliance studies" at colleges and universities to determine the extent of the cheating.

So far, compliance studies have been undertaken at four Oregon community colleges. Horton said the studies have uncovered "some problems," but he said the results are too incomplete to discuss in detail.

Horton and Goodell said the community colleges are the easiest for veterans to cheat because of their "open door" acceptance policies. Unlike other institutions, veterans can register at community colleges without having to meet any entrance requirements.

Goodell said the failure rate of veterans at Mt. Hood "is no greater or lesser than the average student."

"We're here to help anybody we can," Goodell said. "A small number of veterans have taken advantage of the community colleges."

Portland Community College, which has the state's largest enrollment of veterans (about 4,000), has been found to be "very clean compared to the other schools we've looked at," Horton said.

Bill Dobson, PCC veterans coordinator, said a program funded by the Department of Health, Education, and Welfare has allowed PCC to "monitor" veterans as they progress through school.

"The benefits were set up to be used for education, not to be ripped off," Dobson said, adding that the HEW program has helped the veterans while keeping an eye on the VA education money. However, he said, the government is on the verge of ending the HEW program.

Because of the cheating, the VA is requiring schools to provide "progress standards" showing the status of all veterans receiving VA funding. Effective this spring, schools must be able to indicate at any time what credits veterans have earned, and even the last appearance they made in any class for which they registered.

The VA pays colleges $3 a year for each veteran for administrative costs. "That doesn't begin to cover it, but we don't have any alternative," Goodell said.

[From the Mercury-News, San Jose, Calif., July 17, 1976]

MILLIONS OF DOLLARS AT STAKE—V.A. OVERPAYS GIs, HASSLES COLLEGES

(By Barbara French)

The Veterans Administration is billing colleges for millions of dollars the V.A. has overpaid veterans on the GI bill, the Mercury News has learned.

"We were charged, but we are going to fight it," said Bob Miller, supervisor of West Valley College's veterans affairs office. His sentiments were echoed by other veterans affairs coordinators contacted at other colleges in the region.

San Jose City College was billed $96,000, De Anza College $13,000, West Valley "approximately $2,000," San Jose State University, $2,600; Gavilan community college in Gilroy "less than $2,000" and Monterey Peninsula College $23,000.

"If we can collect the money from the veteran the school gets off the hook. The school only pays what we can't collect," said Morton Tallen, chief of the educational claims division of the V.A.'s San Francisco regional office.

Since January, that V.A. office has billed 47 Northern California colleges a total of $1.47 million. The charges vary from college to college, depending on the number of veterans who illegally collected GI benefits when enrolled at the school.

To receive GI benefits a veteran must be enrolled in a college, taking a minimum of six units. A veteran who is "overpaid" usually enrolls as a full- or part-time student, but drops out of school or decreases his class load without notifying the V.A.

Until notified of the change, the V.A. will continue sending the veteran a monthly check based on the information the school gave the federal agency at the beginning of the school term.

Under the GI program full-time single students receive $270 a month; a veteran with one dependent $321; with two dependents $366; with an allowance of $22 for each additional dependent.

The V.A. contends the colleges are liable for overpayments because federal law requires they keep track of a veteran's class load, giving the V.A. "prompt notification" if a change occurs affecting the monthly payment the veteran is eligible to receive. Prompt notification usually means 30 days after the change, said Tallen.

The V.A. says many schools have failed to give notification within the 30-day limit and so are liable for any resulting overpayment.

"Heck, a lot of the schools are waiting six months to a year," Tallen explained. "In the meantime, the veteran is going along collecting the full rate."

The schools maintain it is almost impossible to comply with the 30-day limit. By the time we finish sending out the postcards (notifying the veteran that school records show that he dropped a class) it usually two to four weeks since the student collected, said Jose Robledo, V.A. coordinator at De Anza College.

"By the fourth week, the V.A. is already generating the veteran's check so there is already an overpayment," he said.

The colleges argue the veteran is liable for overpayments because the "veteran cashes the check," said Martin Roberts, assistant coordinator of veterans affairs at San Jose City College. Under the law, the veteran, as well as the college, is responsible for notifying the V.A. when his enrollment status changes.

"The responsibility lies with the individual receiving the benefits," said Cheri Bishop, veterans affairs coordinator for Gavilan community college.

According to Tallen, since the present GI program began in 1966, the V.A. has not been able to collect about $350 million in overpayments.

"California's cut of the pie is slightly under 20 percent, or between $60 and $75 million," he said.

Previously the V.A. attempted to collect overpayments from veterans. In 1975, veterans illegally collected over $446 million in GI educational benefits. The V.A. recovered about $333 million.

"It is pretty difficult trying to get money out of a poor student," Tallen said.

The V.A.'s get-tough policy toward colleges was adopted "because the federal government is clamping down on the V.A.," said Robert Sampson, San Jose State University's veterans affairs coordinator.

[From the Milwaukee Journal, July 19, 1976]

VETERAN RECRUITING HIT

(By Clay Perry)

Questions over the use of funds for recruiting veterans to the University of Wisconsin–Milwaukee were raised recently by a war veteran who is now a student there.

At issue is the Veterans Cost-of-Instruction Program (VCIP) and the way federally allocated funds for the program have been used.

The controversy developed on the heels of an article written in The Vietnam Vet, a news publication of the Wisconsin Veterans Group, a student activist organization.

In its July 2, issue, The Vet charged that only a small fraction of $54,852 given to UWM by the US Department of Health, Education and Welfare had been used to encourage Milwaukee area veterans to attend college. The article maintained that $54,769 was spent on salaries, with the remaining $83 used to defray travel costs.

STUDENT AUTHOR

The author of the Vet article is Thomas Davis, 30, a veteran who now is a student at UWM.

"My criticism of the administration of the program is more moral than it is legal," Davis said. "The issue is whether the money should have been used to conduct outreach work for veterans or whether it should have been used to pay the salaries of six people. The bulk of the money was used to pay people who would be paid by the state if it were not for VCIP, thereby freeing state money so that it may be used in other areas of the university."

Davis charged that UWM's recruiting efforts was paltry in terms of the number of veterans it contacted. According to Davis, no more than 150 were contacted during the last fiscal year.

EXECUTIVE ADMINISTRATOR

Davis' assessment of the university's efforts was not shared by Dennis Menzel, the executive program administrator of the Division of Student Services, which supervises VCIP.

Menzel's itemized account of expenditures showed that $36,876 was spent for administrative salaries, $7,083 for lecture fees and $9,513 for fringe benefits to employees.

Said Menzel: "If it were not for the VCIP fund, the Division of Student Services would have had to reduce the amount of money available to provide service to veterans. The veterans' area of student services is the only one of three units of the division which has not experienced a cut in money or services in the past several fiscal years. Those organizations with out of state support are more fortunate than those without it."

Menzel also disputed Davis' figure on veterans contacted by UWM. He maintains that well over 9,000 were contacted. He said that almost 5,000 contacts could be verified by letters and forms still in the Veterans' Affairs Office. The rest were contacted by telephone, he said.

[From the Wyoming State Tribune, Cheyenne, Wyo., July 29, 1976]

GI Bill Students Must Be Certified

LARAMIE.—Veterans attending the University of Wyoming under G.I. Bill educational benefits were warned last week that recently adopted certification procedures must now be followed to avoid termination and loss of benefits.

Richard H. Hill, acting director of the UW Student Financial Aids Division, the campus unit which administers the Veterans Administration program, said that negotiations on procedural matters have ended and UW must now enforce the adopted certification process.

Some 720 veterans were attending UW classes under the G.I. Bill last year and about the same number are expected to enroll for 1976 fall term classes.

Of the 325 enrolled for the summer session, approximately 174 initially failed to certify during the June sign-up period.

"We mailed a cautionary letter to these individuals in early July," Hill said, "and were able to get all but 17 recertified. These 17 have since been terminated from the program and those who fail to certify for any reason in the future will also be terminated."

To maintain certification and receive monthly educational benefits, students must verify enrollment at UW during the first five days of each month while enrolled; earn credit in at least two-thirds of the minimum full-time credit hour load or the part-time load (for part-time benefits) and continue to make satisfactory academic progress toward the degree sought.

Veterans who fail to sign up during the specified period each month may lose benefits for up to two months, due to the time required for recertification.

Those who fail to meet the necessary academic standards face loss of benefits for one semester and will not be reinstated until the necessary grade average requirements are met, Hill said, adding that such individuals must also obtain counseling from the V.A. office in Cheyenne.

Minimum grade requirements for undergraduate students include 1.6 for those with between one and 39.9 credit hours, 1.8 with 40 to 64.9 hours, 1.9 with 65 to 89.9 hours and a 2.0 grade average for 90 hours or more.

Graduate students must meet Graduate School requirements and those in the College of Law must maintain at least a 2.0 average.

[From the Washington Post, July 22, 1976]

Calley, Efaw Trigger Thoughts of Vietnam

(Richard Cohen)

The telephone connection between Washington and Toronto was weak and so I had to keep repeating myself, asking questions twice in an attempt to find out how David Palmer, once of Seat Pleasant, took off June 12, 1970, and drove all day to Niagara Falls where the next morning he signed the papers, filled out the forms and entered Canada never more to return.

He was a draft resister. Check that: He is a draft resister. That's one aspect of the Vietnam War that does not change. If you fought, you became a vet. If you died, you became a hero. If you resisted, and rejected President Ford's clemency program, you're still a resister even though there's nothing left to resist.

I called Palmer because the other night I saw Lt. William Calley interviewed on television. Calley, convicted of slaughtering Vietnamese civilians at My Lai, said he had been deceived about the war. He has since changed his mind. Rusty Calley, maybe America's lone war criminal, is now against the war.

For the most part, we are now in agreement. The nation has pronounced the war a mistake—a tragic mistake, I think, is the way it's said. David Palmer knew that all along. He knew it when it counted. He got as far as the Army physical in Baltimore and then he said no. The letter came for him to report—first to Upper Marlboro and then probably to Ft. Dix. He never found out. Instead, he washed and polished his car, sorted necessities from luxuries, packed what was left into his car—and drove into exile.

There are 4,500 others like Palmer—draft resisters or deserter still being sought by the government. Of them, 69 come from Virginia, 59 from Maryland, and 38 from Washington. They left behind families, jobs, neighborhoods, friends and, in some cases, reputations. You're fooling yourself if you think they took the easy course.

I know how some people feel. They say that most served and some of them died and that there is no forgiving desertion. It's an instinctive reaction and it hit me, too, when Fritz Efaw, a deserter, was nominated for the vice presidency at the Democratic National Convention. Deserter—it's a word like traitor. Once you say it, there's nothing more to say. You know it all.

So I sat on the press platform at the convention and my initial reaction was something like "to hell with Efaw." He cut and ran, he fled, he deserted and he should pay for it. That's the way it is, that's the way it has to be. There are rules about these things. Honor the dead, not the living who have run.

But Efaw and Calley got me thinking and what troubled me the most is how quickly I forgot, how the difference between me and some of the deserters, when you come right down to it, was nothing but luck. I was a reservist and thus immune from the draft. My unit was located just north of Harlem. If there was a black in that unit I can't remember him. That was my first lucky break—being white. It kept me out of the draft.

I was on active duty in August, 1964, when we retaliated for the Gulf of Tonkin incident. Rumors swept the Army post that we would be shipped to Vietnam. Old-timers who were around during Korea recalled how reservists had been frozen on active and shipped to Korea. There was an Italian kid from Philadelphia in our barracks. I forget his name. He was a tough-talking, cocky kid, always spoiling for a fight. There's someone like him in every grade-B war movie. After the Gulf of Tonkin incident, he was a changed man. He cried in his sleep that night, yelling for his mother, saying over and over again, "I don't want to go." He woke us all, but the next morning we said nothing to him. We were all in silent agreement.

Nothing was the same for me after that night. All of a sudden, Vietnam was no longer merely a political question. You had to ask yourself if it was worth killing for, worth dying for. It's funny, but some found the first question harder than the second. Anyway, for me the answer was clear—no.

Palmer put it this way over the phone: "I could never see anyone give me a clear-cut answer why we were in Vietnam." His luck turned on him. He ran out of money, went to work, lost his student deferment at Prince George's Community College and got called. My luck held. My unit was never called. Palmer became a resister and I stayed put, sweating a call-up that never came, finally putting the whole thing out of my mind. It's what I think most of us have done.

But Rusty Calley and Fritz Efaw brought the whole thing back. Calley and Efaw and Palmer are in agreement now and there are few of us who would argue with them. They have all served their time. It's time for amnesty.

It's time to bring the boys home.

[From the Avalanche Journal, Lubbock, Tex., July 28, 1976]

ADVANCE G.I. BENEFIT POLICY REINSTATED

An advance certification policy allowing Texas Tech University veterans to receive their G.I. bill benefits at the time of registration rather than afterwards has been reinstated for the fall semester.

The Tech policy was suspended during the two summer terms, according to Tech registrar D. N. Peterson, after the Veterans Administration held the school liable for about $11,000 in overpayments to veterans.

Peterson said the policy was reinstated after the VA notified him Tech would no longer be held liable for the overpayments.

Peterson said Tech had been held responsible for the overpayments because its computer was unable to meet the 30-day limit for reporting change in veteran status.

About 1,500 veterans will now be able to receive their benefits from the VA at the time bills for registration are due. Veterans should contact the veterans coordinator in West Hall before Aug. 4 so they can be certified as students for the fall and spring semesters. Failure to meet that deadline will mean a delay in receiving benefit checks.

[From the San Juan Star, July 30, 1976]

WORLD U. MAY PAY VA BACK

(By Tomas Stella)

World University may be held jointly liable for some of the overpayments made to its students by the Veterans Administration (VA) under the GI Bill of Rights, a ranking VA official revealed Thursday.

Barry Bell said that the VA investigation of the World University Hato Rey campus, expected to be completed next week, shows some very "sloppy bookkeeping" by the institution.

Bell, an assistant to the VA regional director for Puerto Rico and the Virgin Islands, said the university could be held accountable, together with the veterans for returning improperly collected benefits, if it was partly responsible for the overpayments.

The VA, in fact, has already tried to collect from the university in at least two cases. An appeal by the university on the VA decision is pending.

Bell said that the investigation, which started as a routine compliance survey last month, "has not produced one iota of evidence that the university benefitted from these overpayments."

He added that is "unlikely" that the VA will ask the U.S. Justice Department to indict either the veterans or university officials for fraud, as in the case of Bayamon's Academia de Belleza Peurtorriquena.

Once a determination is made of how much money must be returned to the VA, he said, the agency will move to collect it through the General Services Administration.

According to the results of last month's compliance survey, more than half of the 1,000 veterans enrolled in Hato Rey apparently have received more benefits than they were legally entitled to.

Because of failure by the school and the veterans themselves to notify the VA when they stopped attending classes or dropped some courses, the agency may have incurred in $800,000 in overpayments, the investigation has shown.

Bell also confirmed that the VA will check compliance with notification requirements at World University's Ponce and Bayamon campuses soon.

By law the agency is also required to make compliance surveys at three other universities—the University of Puerto Rico, Catholic University and Inter American University.

"I can't tell you when we are going to do this," Bell said. "We just walk in one day and study a sample of the veterans enrolled."

The World University survey is the second in six months that shows substantial overpayments to veterans in Puerto Rico.

The U.S. Justice Department has said that it will submit to a grand jury evidence of widespread fraud by students and officials of the Bayamon beauty academy.

According to the VA, some $560,000 was paid illegally in January alone to 1,417 veterans who were technically enrolled, but were not even required to attend classes.

[From the Sunday Times Argus and Sunday Rutland Herald, Barre, Vt., Aug. 1, 1976]

PAPERWORK SNAFU STRIPS VA FUNDS FROM COLLEGE

WHITE RIVER JUNCTION.—Vermont veterans who have been participating in education programs under Community College of Vermont tutelage were squeezed out of the programs last week, and a good share of the blame could be placed squarely on the shoulders of some of the veterans themselves.

Too many of them had enrolled in Community College courses and then dropped them without notifying the Veterans Administration, which was footing the bills—including a living allowance that went along with the money that the veterans paid for tuition.

By the end of the last semester, it appeared the Veterans Administration (VA) might have paid out $100,000 to $120,000 in "GI Bill" benefits to veterans after they were no longer eligible because they had dropped out.

The veterans, of course, didn't want to tell the VA they were no longer bothering to attend classes. It would have stopped those benefit checks.

Community College, up until the VA cut off the education system's eligibility to receive federally financed students June 1, had argued that it wasn't the obligation of the college's administration to keep attendance records and notify the VA if a student no longer attended.

It was stalemate, and the losers were those veterans who were trying to get an education and attending all their classes. A good share of them want the education—not just the benefits paid in the monthly checks.

At a hearing July 15, when a review committee named by the VA heard testimony as to how well Community College is complying with reporting requirements now, the VA investigator said there had been a "tremendous" improvement in the spring semester. He noted a new attitude on the part of the college administration.

He had to admit, however, that there were reporting violations in 37.7 per cent of the enrollments of veterans, even after the improvement. The testimony brought out the fact that 159 violations were under investigation altogether, and the VA in trying to recover the money paid out illegally could be talking about more than $100,000.

In spite of the investigator's testimony, VA officials announced last week that the committee's decision went against Community College and there would be no reinstatement of the eligibility that was cut off June 1.

"Very, very disappointed," said college President Peter P. Smith in Montpelier. Smith said he was surprised at the decision when his college administration had shown so much improvement in meeting the demands of the VA. He had testified at the hearing that $50,000 had been set aside to establish a record-keeping system so the VA would be able to keep track of which veterans were retaining their eligibility.

He said it was a bigger blow to the veterans than to the college, because the veterans' places in the system will be filled and there will be only a temporary impact on college revenue—perhaps in the range of $15,000 to $20,000.

It is the veteran who wants an education in his community who is the loser, Smith stated.

BARNEY CROSIER.

[From the Hartford Times, Hartford, Conn., Aug. 2, 1976]

CRACKDOWN IS OVERDUE

The move on the part of the Veterans Administration to tighten up the payment procedures in the verification and distribution of educational benefits is a nation-wide move that is heartily applauded.

In Connecticut, approximately 180 colleges, schools and training centers which are accredited for veterans will be reviewed for any discrepancies which would indicate improper payments have been made.

The VA has been embarrassed by the recent publicity pointing out the gross overpayments which are either inadvertently made or made under fraudulent claims, and is trying to correct any past abuses. New regulations have also been written which would serve to diminish the amount of abuse by making monthly verification checks on each veterans status rather than the semiannual checks which had been the procedure.

In the case where irregularity is found in the VA payments, a hearing is scheduled to determine who is at fault—the individual veteran or the educational institution. Once it has been determined who is responsible for the overpayment, sanctions are levied appropriately.

One of the most common and most flagrant abuses of the VA distributive process—theft of government funds, if one prefers—is where a veteran will sign up for a full schedule of classes at an accredited institution. After the classes have begun and after he or she has started receiving government checks on a monthly basis, the student will then drop the classes without notifying the VA office. The intent is to continue receiving the checks without attending school.

It is, of course, certain that the majority of those veterans who avail themselves to the privileges of the G.I. Bill do not do so with the intent of "ripping-off" the government. The educational benefits have provided the financial stimulus for many individuals who could not have afforded otherwise to attend colleges or universities. The program is definitely a meritorious one which should be continued.

Yet the Veterans Administration is acting as a responsible governmental body by taking active and forthright action to remedy the harm which has been done and to prevent the continuation of such illegality in the future. The new verification procedures of the VA are heartily applauded.

[From the Herald News, Fall River, Mass., Aug. 3, 1976]

VA TO CONDUCT FUNDS HEARING

Problems of alleged overpayment of veterans' educational benefits are the subject of a hearing scheduled for Aug. 10 by the Veterans' Administration for officials of Southeastern Massachusetts University.

The VA has assessed the university for funds paid out under the GI Bill to student-veterans who, for various reasons, failed to attend or complete courses for which they were enrolled.

The educational stipends are paid directly to the veterans, not to SMU. Payments to individuals in the form of monthly grants are allocated, provided the veterans continue to attend a designated college or university.

If a veteran drops a course, or fails to attend regular classes, it is primarily his or her responsibility under law to inform the VA, and to refund any overpaid funds.

However, the university is also required by law to give notice to the VA within 30 days of veterans who have dropped out of GI Bill-funded courses.

Atty. Walter R. Smith of New Bedford, counsel for the university trustees, noted that the size of some classes and the impracticability of taking daily attendance makes it hard for SMU authorities to determine exactly which veterans are fulfilling course requirements until the end of the term.

"A veteran may enroll in a course in September, and drop out in October; however, the administration may act not be officially aware of this until the end of the term, in December or January." Thus, the VA has charged SMU with being late in its due notifications, the SMU attorney explained.

He said that SMU will attempt to explain its predicament at the VA hearings. The law, he said, permits the VA to recover funds from an educational institution, when proof has been given of a negligent failure to report veteran dropouts, and attempts to recover payments from the individuals have failed.

SMU's delay in reporting veteran dropouts is caused by practical problems of limited staff, class size, and course length, Smith said. He estimated that about 20 students have been identified by the VA as owing various sums, amounting to approximately $25,000.

The hearing is set for VA office in Providence.

[From the Atlanta Journal, Aug. 3, 1976]

FBI ENTERS VA PROBE AT COLLEGE

(By Nancy Lewis)

The FBI has entered the investigation of alleged misuse of veterans' benefits at Savannah State College.

However, both an FBI official and a spokesman for the University System of Georgia say the agency's entrance into the case is routine.

A spokesman for the university system said that the Veterans Administration apparently had asked the government enforcement agency to follow through on individual cases which the VA found might be fraudulent.

Jack Byrd of the Savannah office of the FBI said Tuesday he could only confirm that the investigation is under way and could not reveal either how many individuals are being investigated or how long the probe might take.

Although officials of the university system who helped the VA with its investigation are familiar with the individuals and amounts of benefits involved, an official said that information could not be divulged.

FBI agents have been taking part in the investigation for about a month and have already conducted a number of interviews on the Savannah State campus.

The FBI could not confirm that the VA had asked it to enter the investigation and VA officials could not be reached for comment. There are indications that the FBI is also investigating other allegations from private individuals.

The VA began probing benefit payments to students at Savannah State College in February. The probe involves students who dropped out of school, yet continued to receive monthly educational benefits.

Legally it is the responsibility of the college involved to report a student's withdrawal to the VA. If the student cannot be prosecuted for his involvement the government can legally seek restitution from the college.

Although the amount of money involved has never been officially disclosed, one VA official has said it could amount to about $250,000.

[From the Stars and Stripes—The National Tribune, Aug. 5, 1976]

MICHIGAN LEGION WANTS VETERANS EDUCATIONAL BENEFITS EXTENDED

[From Davenport College of Business, Veterans' Outreach, Grand Rapids, Mich.]

The Michigan Department of the American Legion bucked the national organization Saturday and voiced approval of an extension of education benefits for Korean and Vietnam War veterans at its convention in Grand Rapids, Mich.

In a resolution, which came out of the 5th District (Grand Rapids area) caucus, the state organization went on record as supporting legislation extending the 10-year limitation on the Vietnam Era GI Bill Education and Training Program.

The National Executive Committee of the American Legion in May had opposed the extension of the educational benefits at hearings held by the Subcommittee on Education and Training of the U.S. House of Representatives' Committee on Veterans' Affairs.

"The thing was that a number of veterans were being closed out by the cutoff of benefits, including a number of veterans in the area," said Vernon W. Yeiter, committeeman for the 5th District.

The Vietnam Era GI Bill had made educational benefits retroactive to include veterans who left the service between 1955 and 1966. In 1974, the benefits would have run out, except Congress passed a two-year extension at that time.

The national organization is opposing the latest extension on grounds that these veterans have had plenty of opportunity to use their educational benefits, according to Yeiter.

The main reason the resolution gives for supporting the extension is that many servicemen had come home and gone to work, not realizing that their educational benefits had a cutoff date. Some of them have since gone to school, often as part-time students, and now face a cutoff of funds.

Legion groups in a number of other states have taken similar stands to Michigan's. Delegates to the national convention in Seattle, starting Aug. 20, will decide which positions the American Legion finally will take officially.

[Reprinted from The Grand Rapids Press, Sunday, July 18, 1976]

[From the Washington Star, Aug. 5, 1976]

VA. COLLEGE DEBT TO VA: $2.1 MILLION

AUDIT OF GI OVERPAYMENTS SHOWS TOTAL UP SHARPLY

(By Philip Shandler)

The federal government is holding Northern Virginia Community College liable for $2.1 million in apparent overpayments of GI Bill benefits to students there.

The so-called potential liability was established by a U.S. Veterans Administration audit of the records of some 6,000 veterans who took courses at the state-funded school over the last three years, a VA spokesman said yesterday.

About 2,000 students were found to have been given federal money for tuition and support for which they became ineligible because, according to the records, they failed to keep up with the work, says John Travers, director of the D.C. regional office, which includes Northern Virginia.

NVCC is being held liable for about three-quarters of these payments, Travers said, because it failed to notify the VA either at all or in time to cut off the benefits after the students became ineligible.

The VA funding, however, is subject to challenge by the school. And Edwin L. Walker, its coordinator of veteran affairs, said he was certain the $2.1 million would be "substantially reduced."

"We made some mistakes, but we believe the VA made some, too," he said. NVCC, the largest community college in Virginia, is the second such institution in this area to be hit by the VA for repayment of veterans-benefit overpayments—a national problem that has been developing for several years.

Some veterans signed up for college courses, started getting monthly VA checks—a married fulltime student with a child is paid $366 a month for support and tuition—without intending to complete the schooling, VA officials believe.

But other veterans dropped out or reduced their work loads because they could not keep up with them. They often did not notify the VA of what they were doing, and their schools failed to do so—usually because teachers were not required to keep rolls, officials say.

In April, The Star disclosed that an audit at Federal City College in the District—the first wholesale check of student records by the VA in this area—had turned up overpayments of nearly $1.7 million, of which $1.2 million was set as a potential liability against FCC, and, by extension, the city government.

The District has challenged those findings and Travers said yesterday that talks are continuing.

Meanwhile, a similar audit is under way at the District's other major public institution of higher learning, the Washington Technical Institute.

The overpayment problem particularly has plagued public colleges because most veterans, seeking to keep their costs low, have enrolled in them rather than in the more expensive private colleges. The VA pays the monthly allowance regardless of the tuition a student may pay, and he or she can pocket the difference between tuition and the allowance.

While Travers said the potential liability of $2.1 million at NVCC is about three-quarters of the total overpayments, he said the exact total figure could not be ascertained because the VA is using a computer there to notify individual students of apparent overpayments and no running total has been kept. At FCC, a computer was not used.

In any case, the figures are much higher than tentative data reported by The Star in May on the basis of a sampling completed at that time. Officials then were projecting overpayments of $2.2 million and a potential liability for NVCC of about $1.6 million.
the money from the students—crediting colleges for their share of the liability first indicated at NVCC—about 2,000 instead of a possible 2,800.

Since the overpayments were first disclosed, the VA has been trying to recoup

The final audit established overpayments to a smaller number of students than
and holding uncollected debts as liens against students if they claim any other government benefits. The agency says it has gotten back about $3 of every $4 in veterans' shares of the overpayments thus far.

[From the Washington Post, Aug. 6, 1976]

N. Va. College Overpayments Hit $2.4 Million, VA Charges

(By Lawrence Feinberg)

Nearly one-third of the veterans at Northern Virgina Community College have received GI Bill benefits for courses they dropped or did not take at all, according to a new audit report by the Veterans Administration.

The VA said that the apparent overpayments amounted to $2.4 million over the past three years. It has ordered a halt to any further education benefits to the 2,223 veterans involved until they repay the money VA says they should not have received.

In at least one case, the VA said, a student got more than $12,000 without showing up for classes.

In another audit, completed in May, the VA asserted that nearly half the veterans at Federal City College have received improper payments amounting to $1.7 million since 1973.

The agency currently is conducting a similar audit at Washington Technical Institute. A VA official said a sample survey of its records last winter showed "serious problems."

The audits in the Washington area are part of a nationwide crackdown by the VA against veterans who are collecting education benefits to which they are not entitled.

Over the past three years the overpayments have sky-rocketed from $329.6 million nationwide in 1974 to $883.3 million in the 1976 fiscal year, which ended June 30.

The overpayments have been particularly widespread, agency officials said, at public colleges and junior colleges, like NVCC and FCC, where fees are low and admission is open to all high school graduates regardless of grades.

In addition, a VA spokesman said, many of these schools have no attendance requirements and flexible standards on how many courses must be completed each year for a student to remain enrolled in good standing.

"It's not like it used to be 20 years ago," the spokesman said. "Now there are a great many opportunities for getting away with murder, and with a subsidized program like the VA operates, some people are going to take advantage of them."

In addition to trying to get back its money from the veterans, the VA says the colleges themselves are potentially liable for overpayments in cases where they fail to notify the agency within 30 days that a student has dropped out or reduced the number of courses he is taking.

VA said that under this rule Northern Virginia Community College is liable for $2.1 million and Federal City for $1.1 million.

Both colleges are contesting the VA's claim, but have promised to tighten up attendance and reporting procedures.

The education benefits, which are tax-free, start at $270 per month for an unmarried veteran who is attending college full-time. They increase according to the number of dependents, although they are scaled down when a veteran takes fewer courses than a full four-course load.

For a veteran with a wife and one child, the monthly benefit now is $366. Over the usual 9-month school year it comes to $3,294.

The benefit is the same no matter how expensive it is to attend a particular college.

At Federal City the cost of tuition and compulsory fees is $135 a year; at Northern Virginia Community College it is $305 a year. At many private colleges, including Georgetown and American Universities in Washington, tuition and fees come to about $3,000 a year.

Last year veterans getting GI benefits accounted for about 5,300 of the 27,000 students enrolled either full-time or part-time at Northern Virginia Community College, and about 1,500 of the 8,200 students at Federal City.

Over the past three years, according to the VA audit, 1,309 of the 2,646 veterans who enrolled at Federal City received overpayments.

John P. Travers, director of the VA regional office in Washington, said the most common cause of an overpayment occurs when a veteran starts the year with a full course load, but then drops some courses and no one tells the VA about it.

In a few cases, he said, students simply don't show up for class at all after they register. In others, a veteran changes majors or deliberately fails some courses or takes incompletes, so he doesn't graduate in the usual time and keeps on getting GI Bill benefits.

Travers said the usual way the VA gets its money back is to withhold any future benefits a veteran is due until his debt is cleared.

Over the past few years, the VA says it has recovered about three-quarters of the overpayments it found out about, but as of June 30 it was still owed $375.7 million by 635,000 veterans.

Last year the agency paid out $5.5 billion in education benefits to about 2.8 million veterans.

[From the Community College Metamorphosis/of Denver-Auraria Campus, Denver, Colo., Aug. 6, 1976]

VETS GET THE SHAFT

(By Nick DiChiara)

Veterans, have you registered for twelve credit hours? Will you be spending 120 hours in class this quarter? Have the courses you've taken this quarter followed the guidelines of your selected major?

Even if you have complied with all these rules, there's a chance you may have been screwed.

Community College and the VA office were notified July 15th that a previously unenforced rule, pertaining to 5 week courses, will now be enforced to the letter with no exceptions. A lack of communications between the VA Regional Office and the College has caused many unaware CCD vets to be put in a precarious predicament.

Over a hundred CCD vets will find themselves with reduced, or, in some cases, no benefits this summer. The reason for this is a three-year-old regulation which breaks the summer quarter into two five week sections. In other words, if you have taken 9 credit hours for the full 10 week quarter, and at the same time have taken one five week course for 3 credit hours, totaling 12 credit hours, the VA will consider you a full time student for the first five weeks only and a ¾ time student the last five weeks.

On the same token, if you are registered at a ½ time status by taking one 3 hour course for the first five weeks and one 3 hour course for the entire ten week quarter your status will be as follows: for the first five weeks you will be considered at a ¾ time status, but for the second five weeks you will be considered at less than ½ time status which entitles you only to tuition and fees.

Confused??? Well, there's more to this than meets the eye. Many vets will be receiving a letter from the VA informing them that due to a change in the student's status, they are now being charged with an overpayment in their benefit check.

Many vets will receive their break pay at a lower rate than they had expected. The reason is the VA pays the vet at the same rate he's certified for at the last day of the quarter. In other words, if you're considered a ¾ time student you will receive break pay at ¾ time, etc. Vets considered less than ½ time students will not be entitled to break pay at all.

Due to the vagueness of this regulation, any vet taking a five week course should get in touch with their vet rep and check if this regulation will have any effect on their status. The Vet Office is open Mon-Fri from 9–4 and is open until 8 p.m. on Tuesday and Wednesday.

[From the Deseret News, Salt Lake City, Utah, Aug. 6, 1976]

CRACKDOWN ON UTAH'S CHEATING VETS

(By Rod Decker)

The federal Veterans Administration and Utah colleges and universities are getting tough with veterans who cheat on the GI Bill.

The crackdown came none too soon. According to VA officials, veteran "tip-off artists" in Utah have already bilked taxpayers for nearly $1 million in improper educational subsidies.

When the VA surveyed veterans receiving federal money at Utah State University in October last year, 86 percent of those in the sample were in violation of regulations.

Veterans had enrolled for courses and then withdrawn, but continued to receive their government checks. Some veterans stopped attending school altogether, but still collected GI Bill money for over nine months. Others collected full-time entitlements when they were only attending school part time.

Abuses were especially prevalent at off-campus learning centers sponsoring by USU. At the Moab center, Practical Care of Home Grounds was the veterans' favorite course. Many of them were also enrolled in flower arranging and macrame.

Concerned by the survey results, USU and other institutions have taken strong measures to end the cheating. A more recent VA survey at USU last June showed every veteran was obeying the rules.

Last March, Utah's Board of Regents adopted regulations governing veterans' benefits, according to Dr. Sterling Provost, who is in charge of certifying Utah schools eligible to train students under the GI Bill. But some cheating still persists.

A recent survey at the University of Utah showed discrepancies in 13 percent of the cases. One honorably discharged veteran was a native of Russia with a master's degree in Russian. He collected GI benefits for taking undergraduate classes in Russian. Another veteran was receiving checks but was flunking most of his classes. Others had stopped attending school.

Veterans benefits are big business in Utah higher education. In 1975, over $40 million was paid to nearly 14,000 veterans to help them get training at Utah colleges, universities, technical colleges and proprietary schools.

Under federal law, schools may be liable for overpayments to veterans as a result of negligent reporting by the school administrations. Bills totalling over $100,000 have been sent to Utah schools for such negligence, according to Arden A. Vance, chief of support services for the local VA. USU, U of U, BYU, Weber State, and the Utah State technical colleges have been billed, Vance said. None of them has paid yet.

In some cases including one in Utah involving Sales Training Inc., charges of fraud have been filed against propriety schools for cheating the VA. But in Utah, most veterans receiving GI benefits have enrolled in colleges and universities, and that's where most of the cheating has gone on, according to Mrs. Rosemary Adolphson, VA liaison representative.

Although the Utah crackdown began last year, the results of the compliance surveys were not made public until recently when the Deseret News obtained access to them after filling a written request under the federal Freedom of Information laws.

American veterans are helped generously under the GI Bill. There is no excuse for cheating, and experience at USU shows administrative vigilance can stop overpayments and save government money. Continuing emphasis on enforcement of regulations governing veterans benefits is needed in both Utah and the nation as a whole.

[From the Gazette Telegraph, Colorado Springs, Colo., Aug. 3, 1976]

MAN TESTIFIES HE WASN'T DISCOURAGED FROM HIS PLAN TO STEAL TAPE CASSETTE

(By Roma Green)

A convicted felon said Monday that he would not have stolen a tape cassette if his boss had discouraged the enterprise.

Brian Church, 28, was testifying at a hearing for Bernard Clements and Paul LeBeau, two former El Paso Community College administrators who are currently trying to regain their jobs through the due process law.

Both administrators were fired by the college April 1 for allegedly encouraging students to secretly remove the tape recording of a meeting from the office of the dean of student affairs.

Court-appointed hearing officer Fred Campbell ruled today that he would not take expert testimony on whether or not a witness was telling the truth nor hear evidence regarding the arrest or indictment of a witness.

The ruling was made with respect to Church. Recently he and another student witness, Larry Kleeb, were arrested by Colorado Springs Police in connection with a burglary at the Vista Grande Lounge, 4131 N. Academy Blvd. Church is being charged with a total of four counts which constitute habitual criminal.

Church said that Bernard Clements suggested that he take a tape recorder to a March 15 meeting between Duane Skinner, the dean of student affairs, and veteran students at the school.

During the meeting Skinner made derogatory statements about various administrators at the school and used a variety of expletives.

According to Church, Skinner asked for the tape when he learned at the end of the meeting that he had been recorded. "He said he wouldn't have used the language that was being used if he'd known," Church said.

On March 17 Church said he encountered Clements and LeBeau at the Y-not Lounge, a bar located near El Paso Community College. He said the topic of the tape, and how to obtain it, arose between he, other students and administrators.

Church alleged that Clements had known he, Kleeb, and Bruce Franklin, another student witness, had been planning to steal the tape because Clements had said, "I guess I'm going to have to get involved in this."

Church said he "kept his eyes on" Clements and that if he had objected, the tape would not have been stolen. "I would have lost my job." He explained that at the time he was a work-study student under Clement's supervision.

Asked if Clements had made an attempt to say whether or not he was for or against taking the tape, Church said, "No."

LeBeau's only comment in regard to the theft scheme was to say that the students could have access to his office to get the tape, Church said, adding that no route exists between LeBeau's and Skinner's office.

Church said that he had spoken mainly with Don Martinez and Mark McKinna, both former El Paso administrators, that evening. He said he had had no direct conversation with LeBeau or Clements.

Don McInnis, college president, testified that he had instituted dismissal proceedings against the administrators on the basis of what Church, Franklin and Kleeb had told him, and upon the advice of the State Attorney General's Office.

He said that all three students had been informed that he would not prosecute them if it were at all possible. To test their reliability, McInnis said he conferred with Bill Kettles, assistant financial aid officer.

McInnis said that at the time he had not known Church was a convicted felon, but was aware he had been in jail. "It made me believe even more that he was telling the truth," he said.

He did not give the administrators a chance to explain their side of the story before firing them because he believed their "acts were reprehensible enough to dispense with the due process system."

[From the Pioneer Press, St. Paul, Minn., Aug. 4, 1976]

STUDENT VETERAN REGULATIONS EASED

Regulations governing student veterans were eased a bit Tuesday by the state Board of Education.

Under former regulations, students receiving GI educational benefits were suspended by the Veterans Administration (VA) if they failed to complete at least half their courses during a quarter.

But the board eased that requirement by giving veterans one more quarter to make up courses before facing possible loss of their GI benefits.

The revision was made in response to complaints from college officials that the old rule didn't give veterans with academic problems a second chance.

University of Minnesota officials, for instance, noted earlier that 700 veterans attending school there lost their benefits after the rule was put into effect last year.

The change does not affect the overall intent of the regulations, which is to insure that veterans meet certain "satisfactory progress" standards as a condition for collecting benefits.

The board is involved in developing such regulations because of its designation as State Approving Agency for the VA.

In other business Tuesday, the board elected Lorin Gasterland as its new president.

He succeeds David Brandon of Montevideo as head of the nine-member board.

Gasterland, a Richfield businessman, has been a member of the board since 1972.

[From the Des Moines Tribune, Des Moines, Iowa, Aug. 9, 1976]

VA URGES AREA COLLEGE PROBE

(By Melinda Voss)

An official of the Veterans Administration (VA) said Monday his office plans to ask the State Department of Public Instruction (DPI) to investigate allegations by some Des Moines Area Community College telecommunications students that they have not received an adequate education.

The students have complained about insufficient instruction, and inoperable, inadequate equipment at the Ankeny-based college.

Phillip Stevens, education liaison representative with the VA, said his office will ask the DPI to investigate the students' allegations and report its findings to the VA within 30 days.

He said the matter will be turned over to the DPI because that is the agency with which the VA contracts to insure that veterans who receive financial assistance receive adequate educations.

If the DPI finds the telecommunications course or the college to be inadequate, then the VA could cut off funds to veterans in that course or any other course at the college, Stevens said.

The VA also has the option of cutting off veterans' benefits at the area college, Stevens said, if it disagrees with the findings of the DPI.

This action would apply to any college, Stevens said.

Stevens said that although he has not received an official complaint, he has been in contact with some student representatives at the college about the matter.

He said he will meet with the students later this week to get substantive complaints from the veterans enrolled in the telecommunications course, which is designed to train enrollees to do repair and maintenance work for independent telephone companies.

Most of the 14 students in the class are receiving veterans benefits, or funds from other federal agencies to finance their schooling, the students said.

Officials at the area college have conceded that the 14 students have not been taught as much as they should have at this stage and have offered to extend the course—tuition-free, if necessary.

But some of the students have said the offer is not satisfactory. If the course is extended, they have said they want their living expenses, mileage and potential wages paid by the college for the extra time it would take them to complete the course.

Some of the students also have said they are considering suing the college to reimburse them for these expenses unless an adequate settlement can be reached.

The likelihood of such a settlement appeared dim Friday after a meeting between college administrators and the dissatisfied students. Both sides said after the meeting that they thought very little had been accomplished.

About 12 students turned in claims totaling $21,516 they said they wanted the college to pay them if the course is extended six weeks.

Leonard Bengtson, vice-president for student life, however, said he doubted the college could pay that amount. But, he said, that decision would be up to Supt. Paul Lowery or the board of the college.

[From the Bridgeport Telegram, Bridgeport, Conn., Aug. 12, 1976]

GRIFFIN CRITICIZES THE VA ON GI BILL ABUSES PROBE

James L. Griffin, of this city, state chairman of the Veterans' Cost of Instruction Program Administrators, took issue yesterday with a release from the Veterans Administration regional office in Connecticut saying the office was investigating reports of widespread abuse of the GI Bill by veterans attending colleges in the state.

Mr. Griffin said in a statement that the release needed clarification.

"I find it rather shady at this point to warrant public attention until facts have been properly produced by the VA on this matter," Mr. Griffin said.

"It seems very important to note the problems reflected are not solely of the student veterans and the institutions, but should be shared by inadequacies in the VA operation also."

"The VA is not too big to also share the criticisms that are indicated in the report to Congress by the comptroller general of the United States titled, "VA Educational Assistance Overpayments: A Billion Dollar Problem," Mr. Griffin continued.

"There are a number of reasons for overpayments, such as delays in reporting training status changes, advance payments and prepayments of benefits, processing delays or errors and special payments. However, many of these problems cannot possibly be resolved by the institutions alone. There has to be more support from the Veterans Administration if we are to really solve these problems."

Mr. Griffin said one of the areas that the VA has not expanded since its mandate in the 1974 GI Bill amendments is the "Many on Campus Program" by refusing to hire the necessary manpower required of one "vet rep" for each 500 veterans enrolled, to be available on a full-time basis at the institutions.

"There are presently only 1,288, "vet reps" on campuses or in local VA offices across the country and this is one "vet rep" for every 1,200 veterans in school," Mr. Griffin said.

In closing, Mr. Griffin said: "I would like to make it very clear to the public that the Veterans Cost of Instruction Program administrators are not VA employes and are mandated by HEW's Office of Education to carry out outreach, recruitment, tutorial and remedial programs for veterans on campuses and in the community. We are willing to cooperate with any agency for the good of the veteran and the taxpayer."

[From the Star, Kansas City, Mo., Aug. 12, 1976]

Student Loan Data Seized Here

Records relating to federally insured student loans have been seized from Coleman American Companies, Inc., 3435 Broadway, by FBI agents.

The records at the correspondence school were taken on the basis of a search warrant issued by Calvin K. Hamilton, U.S. magistrate.

No arrests have been made and no charges filed as a result of the search.

James F. Coleman is chairman of the board and president of the company.

The records being checked by the FBI, according to the warrant, relate to federal money being paid to the school through the Department of Health, Education and Welfare for student loans. The loans, which are obtained from Kansas City banks, are insured by the federal government and paid in the event of default.

A spokesman for the FBI said that the investigation is continuing. The school offers correspondence courses on a wide range of vocations.

[From the Deseret News, Salt Lake City, Utah, Aug. 13, 1976]

Vets Cheating? Isn't So

To the editor:

If the comments by Mr. Rod Decker (Deseret News columnist at large) on "Utah's Cheating Vets" in the Aug. 7 edition (page a–4) represent a sample of his "investigative reporting," it might be appropriate to re-evaluate whether or not he should remain "at large."

The subject which he feels warrants his malingering attention, (namely, how well or poorly the Veterans Administration and its "GI" student charges are following the rules as prescribed by the U.S. Congress) has been more than adequately covered locally and nationwide throughout the past year by columnists, educators and in official statements by the U.S. Veterans Administration. Although a bit of mystery is still present in most evaluations of GI educational programs, most statements on the subject appear to be more lucid than Mr. Decker's.

While he (or someone) does give Utah State University credit for totally eliminating cheating by GI's on their benefits claims, his understanding of what may have constituted "cheating" obviously is not based on facts. He, or whoever provided some of the statements in his column, is generally unaware of the nature of requirements for completion of the four-year baccalaureate programs of instruction at the universities mentioned.

As one example of what he judges as cheating, he points out that at the Utah State University off-campus center in Moab, some GI students were enrolled in plant science 165 and 301 (Management of Home Grounds and Flower Arranging for the Home) and in Art 353 (Macrame). Two of these courses help satisfy upper division elective requirements, while all three may contribute to graduation requirements in several totally legitimate major fields of study.

The Moab Center, like the center at Roosevelt/Vernal and the off-campus programs at Hill Air Force Base, Brigham City, Ogden and elsewhere, is empowered to offer for credit only college level courses which have been approved by the Utah State University Curriculum Committee, under the authority of the State Board of Regents. Further, if Mr. Decker cared to, he could easily have reviewed Utah State University requirements leading to a four-year baccalaureate degree.

There are a considerable number of eminently "respectable" faculty members on any university campus who will take issue with his dim view of the respectability of classes in plant science and art.

"H" K. Hancock,
Director, Southeastern Utah Center for Continuing Education Moab.

[From the Kansas City Times, Aug. 19, 1976]

On the Financial Front Coleman American Phasing Out Training School Division

Coleman American Companies, Inc., announced yesterday it will withdraw from the correspondence and vocational training field. The company's four subsidiaries, which offer courses in data processing, motorcycle technology, drafting, meat packers training, hotel/motel management, and travel agent training, last year accounted for a third of the revenues and about half of the total earnings.

In recent months, HEW has been reviewing the schools' compliance with Federally Insured Student Loan programs.

"While the effective schools have asserted substantial compliance with both VA and HEW regulations, the continued reviews, investigations, and actions of government agencies have resulted in an inability to currently operate the schools profitably," James F. Coleman, president, stated.

Since the company is not able to predict when current proceedings or appeals will be completed, it has decided to phase out school operations, he said.

In March, the VA withdrew approvals for three of the company's schools. The adverse administrative decision by a regional VA director is now on appeal. A substantial number of the schools' students have utilized VA benefits and the schools' marketing efforts were largely directed to them.

Coleman said correspondence and vocational training courses to the nearly 6,000 students will be phased out in 1977. The schools plan to fully train students currently enrolled and will continue to meet all contractual obligations, he added. During the phase-out period the company will seek purchasers for various schools and courses.

In 1975 the company's consolidated revenues were $15.5 million and net earnings were $815,576, equal to 45 cents a share. The schools accounted for about $5 million of the revenues and about $400,000 of the net profits.

Coleman American will continue to operate its worldwide business education activity which offers inhouse training for business and industry; financial services, including the First American Industrial Bank and First American Leasing Company of Denver; communications through radio station KAYQ in Kansas City; shelter services in mini-warehouses and mobile homes, as well as moving and transportation of household goods through its 22 Atlas Van Lines agencies.

The continuing operation should generate profitable revenues exceeding $13 million for 1976, Coleman stated.

[From the Dallas Times Herald, Aug. 27, 1976]

VA Move May Cost College District $250,000

(By Margaret Downing)

An effort by the Veterans Administration to hold schools responsible for individual G.I. education grant default could cost the Dallas Community College District a quarter of a million dollars, the Times Herald has learned.

The University of Texas at Arlington, North Texas State University, the University of Dallas and other institutions of higher learning in this area and across the country are affected by the VA action.

The VA is trying to collect money it has lost as a result of veterans dropping out of school, but who continue to collect education checks. It is making its collection retroactive to fall of 1975.

Under a little-enforced regulation, a school can be held liable if a student drops out of school and the VA isn't informed by the school within 30 days.

After pressure from the General Accounting Office in Washington to do something about the number of veterans illegally receiving support while not attending school, the VA has moved to enforce the 30-day rule.

The Dallas Community College District has 400 cases from last year where a student's status is under question.

School officials are checking their books, according to Jan LeCroy, DCCD vice chancellor for academic affairs, to determine if the students actually defaulted or bookkeeping errors simply failed to show they remained in school.

LeCroy sees little chance of the school being held liable for the entire $250,000. He said the VA action will mean a lot of bookkeeping for them and a change in the manner of reporting attendance, but he does not expect to lose much money.

In fact, he says, he doesn't see how the school can be held liable for the transaction between the veteran and the VA.

A school can be held liable, according to VA officials in Waco, because a law known as Title 38 says it can.

The schools' liability was established last year, according to Jack Coker, a VA education director in Waco.

"The government pays schools for handling veterans accounts," he said. A school is liable, he said, if the VA finds it has willfully or negligently failed to report a student's departure from school.

Schools are given the chance to provide good excuses for any lapse, Coker said, but occasionally, a school is found liable.

In Texas, he said, the Texas Education Agency, responsible for approval of courses and schools as eligible for veterans, has also become involved.

Coker said he didn't know how much lost money is involved at UTA or North Texas State "because I never added the figures up."

He said the reason Dalls Community College had been singled out was because it had what appeared to be a great number of overpayments.

Because it is a bad idea politically to try to collect back money from veterans, Marion Jacob, UTA director of financial aid, said Congress, through the General Accounting Office and the VA, is trying to shift the liability onto schools.

"The institutional liability for all federal programs is enormous," Jacob said.

Enforcement of the 30-day notification regulation, Jacob said, will mean a school will have to monitor its attendance on a daily basis, something he says few schools are now doing.

Also, there is the question of just when a student should be considered absent and when he has actually left the school. Jacob said schools haven't had regulations in the past on how many days of absence should pass before notifying the VA.

If the VA finds it has overpayed a student for three months while he was not in school, Jacob said, and the veteran says he was in California those three months, "it is easy to shift the blame to the school."

The first check delivered to a student comes to the college 30 days in advance of registration. This advance payment, will be stopped next summer, LeCroy said.

All other checks go directly to the student.

Despite that he termed the "shake-down period" the school is now going through, LeCroy said the school still welcomes veterans as students.

[From the National Inquirer, New York, N.Y., Aug. 31, 1976]

RIP-OFFS BY VETERANS AND SCHOOL ADMINISTRATORS COULD COST $1 BILLION OF YOUR TAX MONEY THIS YEAR

(By David Klein)

Rip-off artists among veterans and school administrators are shaking Uncle Sam down for as much as $1 billion a year.

Under the educational provisions of the G.I. Bill, veterans are "registering" at schools and colleges around the country pocketing the more than $350-a-month educational allowance—and never appearing inside a classroom.

At the same time, unscrupulous schools are reporting such veterans as active students and collecting tuition fees for them from the government.

Between the two rackets, according to the Veterans Administration, taxpayers have been taken for a staggering $720 million so far this year alone—the estimated amount of what the VA politely calls "overpayments."

"Right here in the Washington, D.C., area, overpayments to the Federal City College alone ran to $1.7 million," declared an indignant Rep. Olin E. Teague (D.-Tex.), chairman of the Veterans' Affairs subcommittee overseeing educational benefits.

"That's just one school," Teague pointed out. "Multiply that across the country and you get some idea of the size of the problem."

So immense is the swindle that the General Accounting Office says it could cost taxpayers a hair-raising $1 billion this year.

The VA has turned over 3,400 cases of suspected fraud to the Justice Department. But very few of the guilty are brought to heel. To date, only nine cheating veterans have been convicted of fraud, seven schools are under indictment, and six more have been convicted.

"The law is at fault," snapped Rep. Teague. "It allows the school to collect the entire semester's tuition at the start of the school year—whether the veteran ever goes to class or not.

"It's a double rip-off. Not only is the school collecting for people who aren't there—they can also claim more students than actually attend, and ask for higher subsidies from the state and the federal government.

"It's incredible. I think the schools should prove that the vet attended classes before they are paid the tuition. As for the vets, there's been a good deal of dishonesty. We found here in Washington that there were some ex-G.I.'s being paid for going to school fulltime while they were working fulltime—for the Veterans Administration!"

Teague also blasted schools that don't take attendance rolls or keep records, and the VA itself, which he says has tried to enforce the rules "only in the last year." But the VA, while admitting "substantial overpayments," said nothing could be done about them.

Andrew H. Thornton, director of VA's Education and Rehabilitation Service, told The Enquirer:

"We feel the advantages of prepayment of tuition outweigh the disadvantages.

"At this time we would not recommend a change in the law to discontinue making those payments."

[From the Register-Star, Rockford, Ill., Sept. 11, 1976]

FBI IS PROBING AID TO STUDENTS

MILTON, WIS.—The FBI is investigating Milton College in a case involving students from Rockford, the Federal Aviation Administration and the Veteran's Administration (VA), a VA official has confirmed.

Vern Rogers, information services officer for the VA's Chicago office, said FBI agents came to the Chicago VA office Tuesday seeking information on students enrolled at Milton College. The investigation is centered on the college, not the students, Rogers said the FBI agents told him.

Twenty-two FAA employes from Rockford are enrolled at Milton College, he said.

Jerry Nolan, FBI agent in charge of the Rockford office, Thursday confirmed there is an investigation "being made to ascertain if there is a violation of fraud against the government," specifically the VA. Nolan would not elaborate.

Milton College President Joseph W. Kipper said he has not talked with FBI agent.

"There's nothing wrong that we know of," Kipper said. "We've been doing business in the regular way."

[From the Advocate, Gresham, Oreg., Sept. 24, 1976]

GI BILL REGULATIONS INCONSIDERATE OF MAJORITY

Uncle Sam has decided that his veterans are ripping him off by collecting GI Bill benefits fruitlessly, robbing the government of $1 billion in overpayments, and getting bad grades and cutting classes. Tsk! Tsk! It's not nice to fool with Mother Machine. So the ungrateful wretches shall have to be taught a lesson, and what better way than by tightening the bureaucratic noose under the guise of Satisfactory Progress Regulations.

Not content with the present system of allowing the vet some leeway in using his benefits, the federal government has decided the GI Bill abuse has become rampant and costs just too much (most of that $1 billion in overpayments is, in fact, recovered), and so the veteran becomes a prime and seemingly hapless target for political budgetary maneuvering.

Of course, there are veterans who look to the GI Bill as a free meal ticket for three or four years. Do congressmen enjoy their tax-paid junkets? Does Big Business enjoy federal stipends and tax shelters? Do scores of foreign countries like the millions in US military aid given them? Does a bear, uh, live in the woods?

The point is, the majority of veterans are using the GI Bill for the purpose for which it is intended—to get an education, to better their lives and become more productive, happier people.

Sure there is some abuse. Granted, it is basically a good idea to try to eliminate that problem. But, as usual, the heavy federal fist is coming smack down on the wrong concern, hitting the symptom not the cause, ignoring the real problem that seems too difficult for them to face head on. That problem is lack of faith by veterans in a government that led them into the military, into an unpopular war, promised funds for training and education in return for honorable service, then cast the vet in the role of second-class freeloading citizen.

So the government says, "You vets are getting to be a pain, so we'll just lay some more regulations on you, let you know we still hold the hammer, and maybe just do away with the GI Bill completely if you don't shape up." Thus the image of shiftless, pot-headed, beer-gutted veterans welshing off magnanimous Uncle Sam is presented to the nation. What a reputation. What a wonderful way of saying "We respect you."

The Office of Veteran Affairs on campus is not the villain in this one-act play. Gary Koppang, Dave Raby and crew have done a good job in trying to keep veterans in school by informing them of the new regulations and making the process as painless as possible. They catch a lot of unjustified flak that should be directed to the higher-ups who made this farce possible. Every person who works in the OVA office here is a veteran and aware of the problems involved. They want to help and will.

Letters, phone calls and personal visits by concerned veterans to congressmen and federal officials are the most effective ways of communicating desires, grievances, and ideas. Veterans who are unhappy with the new regulations should use those avenues of approach freely, then changes will be made.

Satisfactory Progress regulations are an insult to the character of the majority of veterans who are sincerely attempting to get training through the GI Bill. This fact should be brought before the upturned noses of bureaucrats and red-tape mongers who consider the veteran a political pawn in the petty chess game of who puts the screws to whom first.

[From the Chicago Tribune, Chicago, Ill., Sept. 28, 1976]

VA HIT FOR LAXITY IN GI BILL RIPOFFS

WASHINGTON [UPI].—Sen. William Proxmire, [D., Wis.], Monday blamed the Veterans Administration for letting overpayments of educational benefits under the GI Bill get "out of hand." He said they topped $883 million in fiscal 1976.

Proxmire is chairman of a Senate appropriations subcommittee that funds VA programs. He said the General Accounting Office estimated early this year that between 1966 and 1975 the VA had paid about $1.4 billion to veterans who are not actually attending classes, and that the total for this year might reach $823 million.

"However, the latest quarterly report, which gives final figures for fiscal 1976, indicates that overpayments for the year totaled $883,372,000—$60 million more than the GAO estimate," Proxmire said in a statement released by his Capitol office.

"Clearly the overpayments situation remains out of hand," Proxmire said.

He said he had recommended that VA representatives on campuses be assigned the additional task of helping school registrars check the enrollments of GI Bill students.

[From the Des Moines Tribune, Des Moines, Iowa, Sept. 28, 1976]

AREA COLLEGE SUED BY STUDENTS; POOR INSTRUCTION CHARGED

Eleven Des Moines Area Community College students Tuesday filed a lawsuit against the college seeking a total of $42,100 in damages and charging the college was negligent in hiring unqualified instructors and providing inadequate instructional equipment.

The students are now or have been enrolled in a four-quarter telecommunications program intended to train them to do repair and maintenance work for independent telephone companies.

In the petition filed in Polk County District Court, the students charge that the course's instructors "failed to meet the minimum criteria established by the Department of Public Instruction . . ."

The petition alleges that because of the college's negligence, the students "failed to receive benefits for their tuition payments and failed to receive an education as represented in the catalog of the Des Moines Area Community College."

College Supt. Paul Lowery said Tuesday morning he hadn't received confirmation of the lawsuit so he couldn't comment on it.

The lawsuit is believed to be among the few ever filed against an educational institution on the grounds cited.

The students claim they should be reimbursed for expenses incurred for gas and car maintenance while commuting to and from the college, lost veterans benefits and lost earnings for the time they were in school and not working.

The 11 students filed separate claims ranging from $2.719 to $5,959 and 7 per cent annual interest and court costs they seek to recover.

The petition alleges that instructors Gene Owens and Carl Linfor were not qualified instructors and failed to teach such principles as alternating and direct electrical current.

Neither is teaching at the college now.

The students also contend in the lawsuit that the college failed to provide adequate instructional equipment, including volt-ohmmeters and and test telephone sets.

The lawsuit cites a passage from the Iowa Administrative Code, which says the college "shall provide adequate equipment, laboratories and supplies in relation to the courses offered."

College officials said in August that telecommunications students had not been taught as much as they should have been.

College officials also offered to extend the course, tuition-free if necessary, but said it was doubtful students could be reimbursed for their additional expenses.

While college officials have agreed that not all of the instructional material is in working order, they said students who graduated from the program last year were able to perform their jobs satisfactorily.

The students and the amounts they seek to recover, as identified in the lawsuit, are: Gary Beaman of Stuart, $5,959; Larry Hodne of Perry, $5,275; Linda Kay Smith, $4,069; Reynea Johnk of Ankeny, $2,780; David Heuton of Westside, $2,719; Bob Davison of 5900 S.W. Third St., $3,178; Shannon Mack of Perry, $5,500; David Grisman of Carroll, $3,448; John Winters of 1158 Twenty-third St., $3,070; Weston Grow, $3,016; and Jim Wiandof 300 S.E. Leach Ave., $3086.

[From the Alabama Journal, Montgomery, Ala., Sept. 29, 1976]

VA SAYS ASU OWES MORE THAN $230,000

(By Lenore Reese)

Alabama State University has been told by the Veterans Administration it owes the VA more than $230,000 in overpayments to veterans as a result of discrepancies in certification procedures.

ASU President Dr. Levi Watkins was informed by letter Tuesday the school was "potentially liable" for $234.312.69 in overpayments, and that it had 30 days in which to show cause or request a hearing to present evidence why it is not liable.

The discrepancies were revealed in a June VA audit which showed 278 veterans to have collected more benefits than they were entitled to.

A suspension was placed on enrollment of any new veterans at that time but was lifted July 19 after VA and other state officials had determined the school had corrected the conditions which caused the errors.

VA spokesman Joe Edwards said the VA and the school would continue to attempt to collect repayment of some of the benefits from veterans.

Some of the overpayments may be recovered by withholding benefits from veterans currently enrolled, he said.

Edwards pointed out the amount owed is subject to change daily, since veterans' records are kept at a centralized accounting office in Minnesota and there are sometimes communications delays between it and regional offices.

School officials had no immediate comment on the report but are expected to meet with VA representatives later this week to discuss the liability.

When the audit results were first released, ASU President Dr. Levi Watkins said the school had no special fund to take care of the overpayments.

Another state school, Lawson State Community College in Birmingham, was cited for similar accounting discrepancies last year and is still attempting to recover its overpayments, Edwards said.

[From the Des Moines Tribune, Des Moines, Iowa, Sept. 30, 1976]

AREA COLLEGE PROBE FINDS POOR TEACHING CLAIM UNFOUNDED

(By Melinda Voss)

An investigation of complaints by some Des Moines Area Community College students about poor instruction basically has exonerated the college, a federal official said Wednesday.

Phillips Stevens, education liaison representative with the Veterans Administration (VA), said a probe of the college's telecommunications program by the State Department of Public Instruction (DPI) did not turn up any major problems.

Many of the program's 14 students are receiving veterans benefits and some of them complained to the VA in August about poor instruction and inadequate instructional equipment.

Eleven of the students filed a lawsuit Tuesday against the college charging it was negligent and seeking a total of $42,000 for lost expenses.

The telecommunications program teaches students to repair and maintain equipment for rural independent telephone companies.

The DPI investigation, conducted at the request of the VA, recommended the federal agency continue listing the college and that program as approved.

If an educational institution is not approved by the VA, veterans who attend that school are not eligible for benefits.

The report says: "It was determined that the curriculum as approved and currently outlined in the catalog is being followed. Certain courses, such as basic electricity and blueprint reading, may not have been covered to the satisfaction of all students.

"However, the content of these courses was reviewed toward the end of the summer quarter, and the content will be reviewed again during this quarter."

Students had complained some basic instruction had not been covered in the early part of the year-long course, and in August college officials offered to extend the course beyond the March, 1977, completion date on a tuition-free basis if necessary.

The students were not satisfied with that offer because college officials would not commit themselves to reimbursing students for additional expenses, such as commuting to and from the college if the program were extended.

In the report, however, college officials said "students in the present class will be taught the necessary competencies to reach the objective of the program in time to graduate on March 2, 1977."

The students also questioned the qualifications of a temporary instructor, Carl Linfor, who took the class in July after Gene Owens resigned.

The report said Linfor, a retired Northwestern Bell Telephone Co. employe, was "well qualified based on his experience of 40 years" and "meets the requirements of the DPI for certification in this program."

The students made a "false assumption" that they needed instruction in advanced electronics after visiting an all-electronic switching system at Elkhorn, the report said.

"These factors contributed to a breakdown in communication between the student and the administration," the report said.

Regarding complaints about inadequate instructional equipment, the report said:

"At times there may have been a lack of textbooks, workbooks and handouts. However, this situation did not appear to be a major problem. It should also be noted that training manuals from independent rural telephone companies are not readily accessible. This problem is being corrected."

Stevens said he doubted whether the VA would take further action in light of the three-page report.

"We're in no position to do much of anything but rely on the DPI. We rely on them to know about these things. In a quick review, I don't see anything they have obviously glossed over and grossly misrepresented. It is not an obvious coverup of the situation," he said.

[From the Corsair, Santa Monica College, Santa Monica, Calif., October 1976]

VA Wants Colleges To Refund Benefits Paid Veteran Dropouts

(By Alfred J. Preston)

Santa Monica College may sever its accreditation relationships with the Veterans Administration unless 35 community colleges, most of them in Northern California, win suits against the VA for its attempts to collect from them overpayments the VA made to veterans not in school.

If this happens, according to Dr. Archie Morrison, vice president in charge of student personnel services, veterans attending SMC would have to certify their claims with the VA.

Describing Section 1785 of the U.S. Veterans' Code which permits the college rather than the veteran to be liable, as unfair, Morrison warned that if the government persists in enforcing this section, "SMC may consider ending certification programs."

The law, which became effective on Aug. 6, 1975, was implemented because of revelations that the government had overpaid $500 million in education benefits to veterans not attending school last year, he explained.

"All of the colleges that have received letters have asked for a hearing to contest the (VA) claim," Morrison said. "Then they will go to court to fight what they think is an illegal liability," he added.

The vice president went on to explain that the certification process, which is conducted at SMC on a daily basis by the school notifying the VA within five days after a veteran leaves school, costs the college anywhere from $50 to $100 per veteran to run. "The federal government pays us $3 per veteran to do this job," he continued.

Morrison conceded that SMC may have trouble in certifying night students because their classes meet once a week. "We are confident that we are doing everything possible to see that this overpayment does not occur here," he said.

Morrison said that SMC considered billing the VA for expenses incurred in certifying veterans, but decided against it because it would hurt the veterans.

Morrison told college trustees at the last meeting that bills received in California, one of three states singled out by the VA for strict enforcement of the regulation, range from $5,000 to $300,000. Colorado and Tennessee are the other two target states, according to Morrison.

[From the Spokane, Wash., Spokesman Review, Oct. 3, 1976]

Students Deny Counts in Federal Indictments

Four flight students pleaded innocent Friday in U.S. magistrate's court in Spokane to charges they asked for reimbursement for flight lessons they had not taken.

U.S. Magistrate Victor J. Felice, accepting the pleas, released the four men on personal recognizance, pending a pretrial conference on the case.

The four men are:

David M. Jaecks, 37, Wenatchee; LeRoy Arnold Gormely, Waterville, Wash., Darrell LaVern Jahn, 24, and Roy Theodore Miller, 23, both Seattle.

The four were indicted by a grand jury which said they filed false statements with the Veterans Administration, claiming they had received flight instruction which was eligible for VA compensation.

The indictment said the alleged infractions occurred at a flight school in Wenatchee.

The four men are to enter the pretrial diversion program which calls for restitution and a year of probation, after which the charges probably will be dropped, court sources said.

[From the New Haven Register, New Haven, Conn., Oct. 7, 1976]

STATE COLLEGES SAY VA IMPOSES CLERICAL BURDEN

(By Diane Zavras)

HARTFORD.—Several college representatives testified today that the Veteran's Administration is placing an unfair clerical burden on them to monitor veterans' eligibility for educational benefits.

They also told a panel of legislators and veterans' affairs spokesmen that the extent of overpayment for abuse of the program in Connecticut does not appear as dire as indicated by the federal government agency.

The regional office of the VA in Hartford recently announced that it would conduct a statewide investigation of possible abuses in the program.

Roy Driver, a veteran's counselor at Mattatuck Community College, said that nationally, the number of abuses are "minuscule in comparison to honest usage of benefits."

He said sensationalism has "overwhelmed VA officials and caused them to take drastic, uninformed and irresponsible steps."

If the colleges were to strictly comply with new VA regulations he said, they would have to establish a new attendance policy and monitor all veterans who are students.

Such steps, he said, are neither realistic nor practical. Driver indicated that the establishment of hard and fast regulations by the VA on school liability, attendence and standards of progress are a "gross infringement" on the policy-making authority of the colleges.

Jack Mordante, veteran's affairs representative at Southern Connecticut State College, said that of 60 cases at that school, 27 were resolved without liability to either the veteran or the school. Sixteen other cases are pending and the remaining 17 are cases involving dropped courses on which the VA had not received notification yet, he indicated.

Mordante was told that a VA computer printout shows 132 possible overpayments. He said he was mystified at that figure because the letters of notification amount to less than half that number.

Pat Griskus of Western Connecticut State College said, "I can't fault the VA attempt to clean up policies and procedures of its own house.

"But these liability letters are increasingly straining our Veterans Affairs Office in time and effort spent straigtening them out," he said.

"In effect, the VA is making our college and others around the nation perform and police its own clerical innovations."

[From the Bellingham Herald, Bellingham, Wash., Oct. 15, 1976]

COLLEGES TIGHTEN UP VETERAN PAYMENTS

(By Carolyn Hugh)

Three area colleges are counting veterans enrolled in their classes to avoid problems they were caught in last year.

Last year the schools were found potentially liable for $162,360 in veterans' overpayments.

Since then, the Veterans Administration's $50,525 judgment against Skagit Valley College has been waived, as has $23,825 of Western's total of $93,801. Whatcom Community College has incurred $18,000 in potential liability.

The remainder of Western's total, as well as Whatcom's, is subject to review by the Veterans Administration.

The judgments are the result of the VA's enforcement, beginning last year, of a law which allows it to hold schools responsible for overpayments made to veterans. Judgments result if a school takes more than 30 days to report a change in veterans' educational status to the VA.

Veterans are supposed to notify their schools immediately if they take fewer credit hours than they told the VA they would or if they drop out of school. In most places, notification can be made simply by filling out a form.

However, last year, many veterans did not report their changes in status to the VA. Since benefit checks are mailed the first of each month, a veteran who changes his status during the month will be overpaid.

Veterans' benefits range from $270 per month for a single vet or $321 for a married vet taking 12 credit hours, to reimbursement for tuition and fees for single or married vets taking less than six hours.

Potential liability has forced schools to make sure their veterans take the classes they say they're going to. Actual liability is determined if the school can be found negligent in reporting veterans' changes in status to the VA.

Skagit's judgment was waived after it explained the reason veterans' changes in status were not reported to the VA within 30 days. Registrar Jim Sorensen said most of the overpayments, which occurred during six months of the last academic year, were caused by the school's "W" symbol for withdrawal.

The "W" does not show up on students' transcripts for as long as three months after withdrawals occur. Accordingly, some veterans received as much as three months' worth of benefits they did not deserve, because they withdrew from a class or from school without notifying the VA or being detected by their schools.

This year Skagit's veterans are carrying forms to each of their teachers for verification every 30 days. "We've cleaned things up," Sorensen said. "The problem can't exist" this year.

Likewise, Western registrar Eugene Omey described Western's new procedures for detecting veterans' changes in status as "airtight." Western instructors are supplied with a list of veterans. Whatcom teachers have the same kind of list.

In addition, Western has special codes for veterans so their withdrawals from classes register rapidly.

"We police every single person who gets a benefit," Omey said.

Omey said Western's overpayments occurred between academic year 1974 and winter 1976 and resulted from lack of adequate staff to complete the paperwork necessitated by veterans.

"We weren't as systematic in monitoring veterans as we should have been," said Omey, who added he detected some VA overpayments himself.

Omey said he'd like to see the institutional liability law fought in court. Sorensen expressed about the same sentiment. "We're handling paperwork for the VA," he said. "It's not our problem. Veterans should tell us when they're withdrawing."

The problem, said Whatcom's Bill Hatch, is that the schools can't rely on the integrity of their veterans. "Veterans are supposed to know what they're doing," he said.

The VA has found $800,000 worth of potential liability statewide, according to VA Regional Director Richard F. Murphy. He said 00,000 of the total has been waived so far.

Schools have made a "drastic improvement" in reporting veterans' changes in status this year, Murphy said. No new potential liabilities have been found since last year.

The VA put a lot of "grease into its machinery" to get benefits to veterans before it began to be concerned about overpayments, Omey said. In those days, overpayments were "almost certain," he said.

Jeremy Standen, veterans' representative for Whatcom Community College, Western and Bellingham Vocational-Technical Institute, said he has been informed by the VA to change one of his advisement policies. Standen said he used to tell veterans to keep their benefit checks if they'd left school but planned to return in three months, after summer vacation, for example. Benefits overpaid during that time were then deducted from the veterans' benefits during the first three months he returned to school, he said. . . . Although the practice resulted in temporary overpayments, he said, it was a surer way of getting benefits than terminating and reapplying. He said it takes the VA an average of four months to credit veteran's accounts.

Standen said he did not think the practice he recommended resulted in much of the potential liability assessed against the schools. He said he did not know of any deliberate attempts to collect overpayments.

Although Standen tells veterans they are required to notify schools of their changes in status, he said, veterans frequently feel changes in status register automatically with the VA.

[From the Times Herald Record, Middletown, N.Y., Oct. 12, 1976]

VETERANS RESIST COLLEGE'S ATTENDANCE PLAN

(By Chris Farlekas)

NEW PALTZ.—"This is the latest in a long life of b--- that's laid on our heads."

With that terse statement, two Vietnam-era veterans are leading a "matter of conscience" picketing of new rules at the State University at New Paltz.

More than 40 Vietnam veterans have refused to sign monthly certification forms stating they are enrolled at the school. Their refusal means they might not be eligible to receive veterans' educational benefits.

Sparking the confrontation are two articulate men: Tom Downer, 28, of Wallkill, and Clarence "Buddy" Scott, 29, of High Falls.

There are several reasons they refuse the mandatory signing.

Downer says, "A veteran might not know about it because mail is slow to reach him, or he might be sick, or he just might be off in East Jesus, New York, someplace, and can't come in.

"But mostly, it's a matter of conscience for us. People have dumped on Vietnam-era veterans long enough."

His anger is shared by several vets lounging in the New Paltz Veterans Association offices on the third floor of the student union building.

"The image of Vietnam veterans is bad," Scott says. "People think you are either on drugs or have a gun and are ready to kill women and children. You go for a job and you don't talk about serving your time over there. Being in the war has set us anywhere from two to four years behind everyone else.

"No one really wants us. Even when you go to see about joining the American Legion or the VFW, all they say is 'Get a haircut and then come back.' "

Scott fought from 1968 to 1970.

Downer was stationed in Thailand in 1969–1970.

Both are in their last year at the school and are student teaching. Their field is history. "We helped make it, now we're going to teach it," Scott says.

The university's position on this latest test between the vets and the administration is stated by Jon Fackler, asst. vice president for records and academic advising.

He says, of the $5.7 billion which has gone to schools to support veterans' education, an estimated $1 billion has been made in overpayments to students not pursuing plans of study.

"Both the VA and the Congress' are concerned about limiting or eliminating overpayments, since they jeopardize the continued funding of veterans' educational programs," Fackler says.

As a result of the $1 billion loss, "the VA has approached colleges and universities to propose rules to assure that people who receive benefits are actually pursuing plans of study, he says."

University officials say they had planned to call for "prompt reporting of withdrawals from courses," which interrupt the plan of study. But this was turned down by the Veterans Administration (VA).

In turn, the VA suggested a plan which requires vets to sign in once a month, indicating the number of credits for which they are enrolled.

Fackler says this is "reasonable" and that "arrangements are as equitable as they can be."

Scott and Downer don't agree.

"We were never asked to participate in any plans that affect us," they say.

According to Fackler, the VA, through the State Education Department Approving Agency, is requiring at least one of several arrangements for vets, beginning this month.

The arrangements include:

—Taking class attendance, coupled with prompt reporting of all absent vets.

—The assessment of a vet's seriousness of purpose in pursuing a plan of study, using several criteria, including appearance at registration, making a payment, the taking of midterm exams, and completion of work at final exam time.

—Monthly reporting by vets of the number of credits for which they are enrolled for each month they are in school, the reporting to be done the first few days of each month school is in session.

Fackler says New Paltz's decision to have vets sign in once a month is "in line with other SUNY four-year units. We are asking no more or no less of vets than other SUNY four-year colleges are."

VA officials in Washington and New York express "understanding of the veterans' concern," but they say New Paltz's measure of monthly signing "is an approved policy."

Gregory Lucas, director of information in the VA's Washington office, says "It's a safeguard, because the college is liable if it's discovered that a vet is drawing money and not attending school."

He says he is surprised at the vets' stand at New Platz, since 1.1 million vets enrolled last month in American schools, "and I never heard of any revolting against the system."

According to Abe Freedman of the state VA office, a few vets protested last year in the Buffalo area, "but there's been nothing since then."

"There are other people here at school under various government programs that never have to sign at all," Scott says, "So way should the vets be the only ones? That's discrimination.

"We know there has to be a plugging up of money that's wasted. But at least on this campus, it only involves a very few of the more than 300 people getting veterans' benefits," he says.

"The way to deal with this is the original way: We sign up at the beginning of the semester. If you drop below 10 credits, payments are decreased.

With a sarcastic grin, he adds, "The administration has trouble certifying us competently once a semester, so how in the hell can they certify us once a month?"

He tells of one person responsible in the past for certification, finally being fired because "nothing was being done right."

Petitions have been distributed among vets, asking them not to sign. The petitions say that a lawyer has been hired, Alan S. Zwiebel, of Kingston.

The petition urges vets to "stand united" and if necessary, "go to court and tell it like it is to the judge."

The petition states, and Scott and Downer verify, a temporary injunction stopping the new signing policy will be sought.

The lines are drawn, Downer says. "And that's the way it is unless we kiss their boots at this school and capitulate."

Scott says "We may lose this fight, but they're going to know we were here."

[From the Sun, Lowell, Mass., Oct. 20, 1976]

U. Lowell Surprised by Huge Vets' Overpayment

(By Tom Kenworthy)

Lowell.—Officials at the University of Lowell were caught off guard today by statements from Veterans Administration officers that Masachusetts veterans and schools are being held responsible for up to $7 million in overpayments under the Vietnam Veterans Readjustment Act over the past 10 years.

"It's complete news to me," ULowell Provost Leon Beghian said today. "We are checking into it."

James Chandless, an adjudication officer with the Boston VA office, said today that among the overpayments were $108,000 in fiscal 1976 to students attending the University of Lowell.

Chandless said his office has "no way of discovering" what percentage of the up to $7 million the schools are responsible for and what percentage the veterans themselves are responsible for.

Under the law, schools are required to report any changes in the status of students receiving benefits, and Chandless said the overpayments stem from failures to report such changes at the time they occur. Students who have transferred or withdrawn have apparently continued to receive benefits after the changes in status.

Beghian said today that ULowell officials met with VA officials last March and agreed on a monthly reporting procedure. "Veterans have to check in each month to certify their attendance, and if they don't we fellow up and report any changes to the VA," Beghian said.

"Our last communication with the VA was last March," Beghian added.

A spokesman at the VA office at the University said benefit payments to ULowell students are "paid directly by the VA administration." The spokesman referred all inquiries to the regional VA office in Boston.

Chapdless said today that his office has had "minimal success" in getting schools to return monies they are liable for, but added there is a lengthy "administrative review procedure" that in most cases would not be exhausted until the end of this year.

U. Lowell Registrar Frank Duggan said today that school officials "have received no notice from the VA office" relative to the overpayments.

Duggan could offer no explanation why U Lowell students could have received only $108,000 in overpayments in fiscal 1976 while students at other institutions apparently received larger amounts of such overpayments.

Chandless said today that students at Newbury Junior College received over $1 million in fiscal 1975 in payments they were not entitled to.

"I honestly don't know," Duggan said. "All I do is take the attendance, but it sounds like an awful lot of money to me."

Chandless said VA officials met with representatives from many Massachusetts colleges and universities last spring in an effort to tighten up reporting procedures.

Chandless said "the schools are being cooperative and we haven't found that legal action is necessary." VA officials, he said, "really began going after the schools in May 1975."

"We are pressing the schools for repayment of funds for which they are liable," Chandless said, "and we are going after the veterans themselves." He reported that the VA office was recovering funds from "about 75 per cent" of veterans who received overpayments.

One reason for the overpayments cited by Chandless was a policy allowing pre-payment of benefits before enrollment.

The spokesman at the U. Lowell VA office confirmed that veterans at the school do receive such prepayments.

A spokesman for the VA regional office in Boston, Francis Hunt, said today "ultimately the schools are responsible . . . and if the schools are stubborn we have no alternative but to hit them with legal action."

However, Hunt said the $7 million total figure over the past ten years "is being reduced on a continuing basis."

"We want to plug the dike so it is reduced fully," Hunt said.

When questioned why a school such as Newbury Junior College could incur overpayments in excess of $1 million in fiscal 1976, Hunt said "that is a mass production school—they are advertizing for vets all the time and they haven't been keeping up with their student records."

Hunt said a VA computer system is catching up with students who transfer to other schools but who continue to receive benefits from their enrollment at previously-attended institutions.

"We are catching up with the transfers," he said.

[From the Boston Herald American, Oct. 20, 1976]

$10 MILLION OVERPAID GI'S, SCHOOLS

(By Alan Eisner)

Shabby record-keeping by institutions of higher education in Massachusetts has cost the federal government close to $10 million in overpayments to Vietnam War veterans under the GI bill, the Herald American learned yesterday.

More than 25,000 veterans and "scores" of colleges, universities and post-secondary schools are being held liable for the overpayments, attributed to violations of the Vietnam Veterans' Readjustment Act.

The Veterans Administration in Boston is engaged in a drive to recover the funds. Only a "minimal" amount of the funds have been recovered to date.

According to James Chandless, adjudication officer for the VA in Boston, VA-approved colleges are required by law to report "in a timely fashion" any changes in a veteran's status—if he has dropped out, reduced his course work or transferred to another school.

Many institutions, however, failed to report these changes until the end of a school year, resulting in as many as nine months of illegal payments to veterans and/or their schools, he said.

The largest overpayment was made to students at Newbury Junior College—$1,160,000. Newbury is one of 13 institutions whose ex-GI students collected overpayments totaling $4.1 million, as of Sept. 26, 1976.

In some cases, monthly educational benefits—ranging from $270 for an unmarried veteran to $388 for a GI with three dependents—were sent directly to the student. In other cases, the colleges which set up an "escrow" account for the veteran.

An investigation into allegations that some schools engaged in misleading advertising to enroll ex-GIs is underway, Chandless said.

He said at least one institution already has been tising the "monetary rather than the educational" benefits of the GI bill.

Chandless also disclosed that state Atty. Gen. Francis X Bellotti has requested an administrative review from VA officials in Washington on behalf of Massachusetts' public colleges and universities.

Chandless estimated illegal benefits were received by about 25 percent of the 112,000 veterans utilizing the GI bill since 1966.

Faced with the prospect of reimbursing the federal government for their faulty record-keeping, a number of colleges and universities are trying to "track down" former GI-students, Chandless said.

If negligence is found on the part of the veteran, and not the school, the veteran will be required to reimburse the government. In some cases, disability pension or other forms of VA gratuities to which a veteran is entitled will be stopped until the funds are recovered, Chandless said.

However, he said, "many GIs feel the Vietnam War was unjust and the government owes them something. These veterans simply refuse to pay. It's a tough situation."

Chandless cited three factors which contributed to a "loosening" of the process for monitoring the progress of ex-GI students following the end of the Vietnam War:

An era of "academic freedom" on college campuses in which attendance seldom was required and traditional methods for determining a student's grades were suspended.

Changes in the GI bill which allowed for "prepayment" and "advanced payment" of educational benefits to veterans enrolled in institutions of higher education.

A sharp increase in the number of veterans receiving benefits.

In an effort to solve the problem, VA officials met with representatives of colleges and other post-secondary institutions in June 1974.

"We informed them that unless they did something to tighten up their books, we would charge the overpayments to the schools and colleges," recalled Chandless. "Their reaction was negative."

In May 1975, the Veterans' Administration required all VA-approved colleges to submit some standard for monitoring a veteran's progress on a monthly basis, and to inform the administration of any change in status within 30 days.

At the same time, VA officials began to bill the colleges and universities for the overpayments.

SCHOOLS NAMED IN PROBE

Partial list of colleges, universities and post-secondary schools reportedly in violation of the Vietnam Veterans' Readjustment Act:

Newbury Junior College—$1,160,000.
Northeastern University—$621,000.
Springfield Technical Community College—$460,000.
UMass-Boston—$377,000.
Boston State College—$283,000.
UMass-Amherst—$267,000.
Northern Essex Community College—$185,000.
Quinsigamond Community College—$160,000.
Bunker Hill Community College—$159,000.
Boston University—$136,000.
Massassoit Community College—$112,000.
University of Lowell—$108,000.
ITT Technical Institute—$72,000.

[From the Journal Sentinel, Winston-Salem, N.C., Oct. 21, 1976]

EX-HEAD OF COLLEGE IS FINED

A Greensboro man was fined $1,000 and sentenced to one year in prison yesterday on charges of receiving money from the Veterans Administration on the GI Bill without being entitled to it.

Jimmy B. Pearce pleaded guilty in U.S. Middle District Court here to one count of a six-count indictment charging him and Wayne F. Mullis, the former head of Jefferson College in Greensboro, with defrauding the VA.

Mullis pleaded guilty earlier to one count of falsifying a U.S. document and was sentenced to one year, of which he will serve one-third.

Pearce, 39, pleaded guilty to receiving about $2,770 for tuition to Jefferson College and for educational assistance from the VA.

In a summary of evidence, the U.S. attorney testified that Mullis talked Pearce, who worked as a repairman on the college's typewriters, into enrolling with the college in 1973, despite the fact that Pearce said that he did not have time to attend classes.

Further testimony revealed that the college's records do not show that Pearce ever attended classes at the college. The U.S. attorney also testified that Mullis received $80 a month from Pearce as long as he was enrolled at the college.

Testimony also indicated that when a secretary questioned the checks, Mullis and Pearce told her to mind her own business and not to ask any questions.

Pearce told Chief Judge Eugene A. Gordon, who heard the case, that he voluntarily went to the VA before the Federal Bureau of Investigation came to him. His attorney said that all the money Pearce received from the VA has been paid back.

Gordon sentenced Pearce to one year, but suspended his sentence and placed him on five-years of probation on the condition that he pay the $1,000 fine immediately.

[From the San Juan Star, Oct. 22, 1976]

HUNDREDS THOUGHT INVOLVED IN VA RACKET

(By Thomas Stella)

Federal and commonwealth employees as well as nurses, lawyers and architects are among the 1500 veterans believed involved in a multi-million dollar racket to defraud the VA, a U.S. justice department source revealed Thursday. The source said that the fraud, amounting to some 4.5 million even included veterans who are employees of the VA. "At least some of them will be indicted depending on the amount of money received, although in most cases the VA will simply try to recover the money." [the source added].

Some of the veterans are believed to have defrauded the VA for as much as $5,000. A Federal grand jury has already delivered a 75-count indictment against Romonita Garcia, owner of the Academia, Garcia owner of the Academia and Felicita Figueroa de Diaz, described by the FBI as her "principal assistant". Mrs. Diaz was arrested by FBI agents Thursday morning in Humaco. She was jailed at the Vega Alia women's prison after failing to post bond of $50,000 set by U.S. Magistrate, Juan Perez Gimenez.

Mrs. Garcia had been arrested by the FBI Wednesday and jailed in lieu of $500,000 bail. According to the indictments the women falsified records to allow the veterans to collect benefits for periods of time when they were not enrolled or were not attending classes. They are also charged with encouraging the veterans to falsify dependent forms, with accepting many more students than the school could handle and with charging the veterans a number of illegal fees. Each woman is charged with 88 counts of mail fraud 96 counts of making false statements to the VA and one count of conspiring to defraud the federal government. If convicted on all counts they face a maximum term of 375 years and a fine of $400,000.

[From the Washington Post, Oct. 23, 1976]

GI BILL STUDENTS AT TRADE SCHOOL WERE OVERPAID

(By Lawrence Feinberg)

About 40 per cent of the veterans at Washington Technical Institute have received GI Bill benefits of $1.6 million over the past three years for courses they dropped or never took, according to a new audit report by the Veterans Administration.

The VA said it has ordered a halt to any education benefits to the 1,253 veterans involved until they repay the money the VA says they should not have received.

The audit report on WTI, a two-year technical school operated by the D.C. government, is part of a nationwide crackdown against veterans who are collecting education benefits to which they are not entitled.

Over the past three years the overpayments have skyrocketed. According to the VA, they totaled $883 million nationwide in the 1976 fiscal year, which ended June 30.

Last spring and summer similar VA audits showed overpayments to about half the veterans at Federal City College, amounting to $1.7 million, and to about one-third of the veterans at Northern Virginia Community College, amounting to $2.4 million.

Both of these audits, like the one at WTI, covered three year periods.

Yesterday John P. Travers, director of the VA regional office in Washington, said sample surveys had indicated "no serious problems" with the benefit program at any other private or public college in the Washington area.

But he said a full-scale audit now is under way at the Gardner School of Business, in downtown Washington, where he said the sample survey indicated "serious difficulties."

Meanwhile, the number of veterans attending Washington Technical Institute has dropped from 1,437 last year, when they accounted for almost half the male enrollment at the college, to 922 this fall.

The 36 per cent decline is part of a sharp nationwide drop in GI bill recipients.

VA officials said the decrease, which amounts to 375,000 nationwide or 34 per cent of last year's total, was caused mainly by the May 31 expiration date for benefits to servicemen who were discharged between 1955 and 1966.

But they said the stricter program of making sure veterans are actually taking the classes they are being paid for is also having an effect.

The greatest decline in veterans enrollment has been at community colleges, such as WTI and NVCC. Such colleges now have 395,542 students receiving GI benefits out of the 737,648 undergraduate and graduate students receiving them nationwide.

VA officials said the overpayments have been particularly widespread at the public colleges and junior colleges, like Washington Tech, Federal City, and NVCC, where fees are low and admission is open to all high school graduates regardless of grades.

The benefits paid by VA are the same no matter how much a college charges.

With a recent increase, benefits range from $292 a month for an unmarried veteran who is attending college full time, to $396 a month—or $3,564 per school year—for a veteran with a wife and one child.

The tuition at WTI is $120 a year for D.C. residents.

Besides trying to get its money back from the veterans, the VA says the colleges themselves are potentially liable for overpayments in cases where they fail to notify the agency within 30 days that a student has dropped out or reduced his course load.

Under this rule, VA said Washington Technical Institute is liable for $1,156,000.

Yesterday WTI president Cleveland L. Dennard said his college, like the other schools involved, would contest the VA claim.

"There's no way we have the capability of keeping all the records the VA wants," Dennard said. "We'd have to take attendance like they do in the third grade."

[From the Sun Paper, Oct. 24, 1976]

Vets Get Pay To Study, Don't Bother

WASHINGTON (AP)—About 40 per cent of the veterans attending a technical school run by the District of Columbia government have received benefits for courses they dropped or never took, the Veterans Administration says in a new report.

The audit report said the overpayments to 1,253 veterans at Washington Technical Institute totaled $1.6 million over the past three years. The VA said it has ordered a halt to all education benefits for these veterans until they repay the money.

The audit of Washington Technical Institute, a two-year school, was part of a nationwide crackdown against veterans who are collecting benefits to which they are not entitled.

The VA released similar audits in the spring and summer for Federal City College and Northern Virginia Community College. Those audits showed overpayments of $1.7 million to about half the veterans at Federal City and overpayments to about one-third of the veterans at Northern Virginia Community College amounting to $2.4 million.

Overpayments have skyrocketed nationwide in the past three years, VA said, totaling $883 million in fiscal 1976 alone.

[From the Pioneer Press, St. Paul, Minn., Oct. 26, 1976]

U BENEFITS EXTENDED—3,000 VETS TO SEEK NEW FUNDS

(By Mike Sweeney)

University of Minnesota Veterans Programs officials expect at least 3,000 Vietnam-era veterans to reapply for additional educational benefits granted by federal law passed Oct. 15.

The law extends the collection period for veterans educational benefits from 36 to 45 months and increases the monthly payment.

Veterans Programs spokesman Gary Morey said veterans who were released from active duty within the past 10 years and who have already received 36 months in educational benefits can reapply for the additional nine months.

He said officials expect at least 3,000 veterans to reapply at the university. There are approximately 5,000 veterans currently receiving benefits at the school.

Morey said the extension in the benefits collection period should help graduate students who received 36 months benefits in undergraduate school and were ruled ineligible under the old law.

Morey said there are approximately 44,000 veterans statewide who will be affected by the new law.

The law also increases monthly education payment to veterans by eight per cent, Morey said. Benefits to a single veteran, for example, were increased from $270 to $292 a month. Married veterans with no children will now receive $347 a month. A married vet with one child will get $396.

The bill also cancels post-release educational benefits for persons entering active service after Jan. 1, 1977, Morey said.

He said if a person entering the military after Jan. 1 wants educational benefits after release, he will have to contribute at least $50 and not more than $75 a month to an educational fund. That contribution will be doubled by the Veterans Administration.

Morey said the new contribution-based education program is voluntary. To be eligible for that program, a person must serve 180 days active duty, be honorably discharged and contribute to the fund for at least 12 months.

The new law also increases the amount of guaranteed education loans to veterans, Morey said. He said loans have increased from $600 to $1,500 a year. Interest rates will be "comparable to other federally insured education loans," the law states.

[From the Burlington Free Press, Burlington, Vt., Oct. 27, 1976]

VA TRYING TO RETRIEVE $389,000 IN OVERPAYMENTS

(By Walt Platteborze)

Veterans Administration officials are trying to collect nearly $400,000 in educational assistance overpayments received during the past two years by veterans attending Vermont colleges.

Robert Ziegenhine, service division chief at the VA's White River Junction station, said Tuesday that Vermont students still owe the federal government $389,100 in Vietnam Era GI benefit overpayments.

The White River station is recovering $19,461 by reducing the benefit amounts received by veterans who were overpaid and still attend school, Ziegenhine said.

The $369,639 balance was paid to students who no longer attend state schools. Those debts have been turned over to the VA's collection clearing house in St. Paul, Minn., he said.

Another $46,500 has been written off as uncollectable, he said.

"Nationally, about three-fourths of the overpayed money is collected," the VA official said.

Overpayments in Vermont are part of a nationwide problem with administering the 10-year-old GI educational benefits program. Last week, VA officials in Boston disclosed they are attempting to collect $10 million in overpayments to veterans attending Massachusetts schools.

Ziegenhine said overpayments occur when a qualified student drops out of school or reduces his or her class load after payments have started and the college, or student, fails to inform the VA of the change. Some veterans have thus continued to receive benefit checks to which they are not entitled.

Students are billed for overpayments, but Ziegenhine said the school also can be held accountable if the VA determines poor bookkeeping caused the overpayments.

John Gravely, assistant director at the White River station, said part of the problem lies in the government policy of "prepaying" benefits a month in advance. Students have therefore received at least one more check after discontinuing classes for which they were paid.

Congress has since amended the assistance act so students who are veterans won't receive benefits for course work until a month later, he said. The new legislation takes effect next year.

According to Ziegenhine, students of the non-campus Community College of Vermont (CCV) have received the largest total overpayment in the state—$128,619. Some University of Vermont students have been overpaid a total of $45,764, he said.

Ziegenhine emphasized, however, that the student is ultimately accountable for repayment, even if the college reimburses the government.

"If the school pays, and the veteran also pays, the payment is given back to the school," he said. Therefore, he said, amounts eventually assessed to Vermont schools could be "much less" than the VA's current figures, Ziegenhine said.

Peter Smith, president of CCV, said the college's overpayment appeared to be no more than $79,000. "That's the last figure we got from them (the VA)," he said.

Three months ago the community college system lost its certification to enroll veterans under the benefit program because of an alleged failure to keep proper enrollment records, thereby allowing overpayments to occur. The community college has challenged the state VA decision before a special Veterans Administration appeal panel in Washington and Smith said a decision is expected within a week.

Smith said recent revelations of widespread overpayments indicate that CCV's loss of certification was discriminatory.

While admitting that the statewide noncampus system had made some errors in reporting veteran enrollments to the VA, he also said some of the overpayments may have resulted from poor record keeping on the VA's part.

[From the Des Moines Tribune, Des Moines, Iowa, Oct. 29, 1976]

JOB RUNAROUND FOR IOWA PILOT AFTER VA SPENT $56,000 TO TRAIN HIM

(By Richard Hatfield)

The Veterans Administration (VA) spent more than $56,000 to put Dick Follis through flight school so he could become a commercial pilot.

But Follis, of 3001 Seventy-eighth St. in Urbandale, is beginning to think it was a waste of taxpayers' money.

Airlines won't hire him because he hasn't logged enough time flying. And he can't get the required number of air hours if he can't land a job.

Follis has about 3,000, but only 116 of it is in jets. Many of the companies he applied to said he needed 2,500 hours to be considered for a pilot's job.

"You can't buy that in a grocery store," he said.

The 40-year-old Follis has a service-connected disability that made him eligible for VA training and rehabilitation programs.

A member of the Disabled American Veterans (DAV), he has filed a complaint with the U.S. Department of Labor charging an airline—Federal Express—with failure to give him job preference as a disabled veteran.

"I've been fighting with the VA, the DAV and the Labor Department—all of them," said Follis. "And all of them just keep on giving me the runaround."

"It's a Catch-22 thing," said Robert Winters, director of the Iowa VA regional office here. "Follis has had extensive training to be a commercial pilot. It's a damn shame he can't find a job.

"We've probably put in more time and effort in getting him a job than any single guy I know. One counselor has been spending two or three hours a day on his case alone."

Follis said he has sought a job with dozens of U.S. airlines that have multimillion dollar federal contracts and, thus, are obligated by law to give preference in hiring to minority persons and disabled veterans.

"You name the company, and I've applied there," said Follis. "For starters, there's World Airways, Overseas National Airways, American, United, Seaboard World, Tiger International, Cessna, Boeing, TWA—should I keep on going?"

He said some firms he applied to did not even acknowledge getting the application.

Follis, formerly a salesman with a steel company here, is now unemployed. He has drawn disability pay for two months.

"It's very slim, though," he said. "I am drawing a $367 a month. That doesn't put a whole lot of bread on the table."

Follis played halfback for Syracuse University during the mid-1950s. He said he had a chance to sign a contract with the Cleveland Browns in 1957, but joined the Marine Corps because his college deferment had run out and he faced being drafted by the Army.

"I got hurt playing ball for the Marines in the Hula Bowl in January of 1958," he related. That service-connected injury was aggravated in 1972, resulting in the surgical removal of his kneecaps.

Follis said he had to quit his job with the steel company because of his disability, but "as far as flying an airplane is concerned, I'm qualified. It's a sit-down job, and I've passed all the stress tests."

Follis said the VA sent him to Emery Aviation Co. in Greeley, Colo., to get his instrument, multi-engine and airline transport ratings. He received his DC-A rating through United Airlines, he said, and Falcon fan-jet training at Federal Express in Memphis, Tenn.

He said he applied with Federal Express because it has government contracts to carry mail and the law requires firms holding such contracts to take "affirmative action" in hiring disabled veterans and minorities.

Follis said that after Federal Express turned him down, he sought help from DAV officials. They advised him to file a complaint, which Follis did Mar. 22.

"It usually takes the DAV about six weeks to act on something like that," he said. But on July 29 I found out that my papers had been misplaced and they had to start all over. My complaint finally was referred to the Labor Departmen. regional compliance office in Atlanta, Ga.

"On Aug. 30, I got a letter from the Atlanta office saying my complaint would b processed at the earliest possible date. A month later, on Oct. 4, I got a lette saying my case had been transferred to the Labor Department in Washington, D.C."

Then last week, Follis said, an official there telephone to say the case was being transferred to the department's regional office in Kansas City, Mo.

"This thing has been kicking around for months, and they're not getting anywhere with it," he added. "I've been getting a lot of sympathy. But you don't feed a wife and four kids with that."

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